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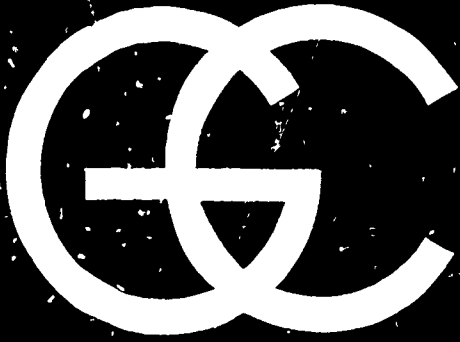
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ABSTRACT

The University of Minnesota Martin Luther King Tutorial Program is discussed. Part One gives the basic plan of the program. Part Two discusses the recruiting of students. A description of the students is presented in Part Three. The tutorial groups in operation is discussed in Part Four. This included launching the program, defining staff roles, group meetings, tutoring, and training in study skills. Part Five explains student achievement as measured by grades. Also discussed are: (1) achievement and length of residence; (2) a comparison of the tutorial groups; and (3) performance records in different fields of study. Part Six presents staff and student evaluations of the program. Illustrative comments are included. The final part of this report is concerned with recommendations. Priorities and objectives, a table of organization, duties and training of counselors and aides, orienting and registering King students, and recommended changes in the academic program of the University are included in this last part. (KJ)



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THE UNIVERSITY OF MINNESOTA  
MARTIN LUTHER KING TUTORIAL PROGRAM

1968 - 1969

by

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and

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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This report presents a revealing account of the manner in which the human and material resources of a large university were marshaled in an attack on a major social problem. Even aside from the scholarship funds collected and disbursed to students, the human idealism manifested in the implementation of the program is impressive. In retrospect, it is remarkable how much of the initial enthusiasm persisted through a difficult year as participants learned to adjust to each other and as procedures underwent continual modification. An important lesson noted in the report was that though a new project's structure can be improvised under less than ideal circumstances, structure alone is not adequate unless the clientele to be served is consulted and its attitudes taken into consideration.

This is not, then, an account of a series of unqualified successes; nevertheless, in what it reveals of false starts and minor victories, it provides insights that can serve as the basis of planning for the future. As a report of the problems encountered in launching a new academic program for once by-passed student populations, it should prove interesting reading to administrators, counselors, and teachers, all of whom will, without doubt, find themselves some day working with representatives of groups which are beginning to comprise a larger and larger proportion of the student body in American higher education.

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# THE UNIVERSITY OF MINNESOTA MARTIN LUTHER KING PROGRAM, 1968 - 1969

Norman W. Moen and David L. Giese

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## THE UNIVERSITY OF MINNESOTA MARTIN LUTHER KING TUTORIAL PROGRAM: 1968-1969

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### I. The Plan

For several years, the University of Minnesota has been engaged in a number of programs specifically designed to minister directly to some of the basic needs of the socially, economically, and educationally handicapped citizens of the Twin Cities community. Some of these programs are part of the war on poverty financed in Washington, and operate on this campus through varied administrative agencies. They include Project Head Start, Project Upward Bound, Project New Careers, Project HELP (Help Educate Low-income Persons), Project Newgate, and the Store Front University.

A new program was added to this list during the spring, 1968, quarter, when the University began actively recruiting, and admitting to various colleges (especially the College of Liberal Arts and the General College), up to 150 freshmen and advanced standing students otherwise barred from the campus by adverse financial and social circumstances. The economic plight of these students was relieved by grants from the Dr. Martin Luther King Minnesota Memorial Fund as well as from regular University student aid resources.

The program was launched in the name of the late Dr. Martin Luther King, Jr., and in the spirit of his oft-repeated phrases "The Dream is Now" and "The Time is Now." Its fundamental purpose was to provide direct financial assistance to the neediest students admissible to the University. Need meant students with income as described in government definitions of poverty. Need meant students drawn very largely, although not exclusively,

from minority groups. Need meant students with academic handicaps measured by poor grades in high school and low scores on standard tests of scholastic achievement or aptitude. These students, in short, personify the message of Dr. King: poverty, race, education.

They did not enter the University through a breach in standards or by means of ad hoc, newly devised, specially relaxed admissions criteria. As a group they were special only in that they were the poorest. They stood on the bottom rung of the Twin Cities economic ladder. Their other characteristics sprang from this fact. Accordingly, the 1968-1969 King Program did more than attack student financial problems. It was designed to provide counseling, advising, and tutoring as well as money.

Instead of registering these students and then leaving them to fend for themselves in formal classes, the University provided funds to establish eleven flexibly organized tutorial-study groups. These groups were intended to provide the kind of supplementary academic services mentioned above, as well as to serve as a firm base of identification and stability for the students. Each tutorial study group was to consist of approximately fifteen students, a professional counselor, a number of faculty sponsors, and four upper-division student peer-aides.

The project was not confined to one or two colleges; it was all-University in character. Students, faculty, and staff throughout the entire University of Minnesota community had been seeking means of making effective contributions toward alleviating some of the grave social ills of our day. The University itself wished to enlist as a unit in the attack on poverty, racism, and other community problems. Accordingly, the tutorial groups were assigned to the College of Liberal Arts, General



College, College of Education, Institute of Technology, College of Biological Sciences, and College of Agriculture, Forestry, and Home Economics. Administration centered in Professor Fred E. Lukermann, Assistant Vice President for Academic Administration.

Group procedures were not prescribed, for the program was intended to be flexible and experimental in its first year. Functions were to be defined gradually, in the light of experience and need and situation rather than preconceived notions. For the King Scholars, the tutorials might facilitate adjustment to college studies and prevent academic failure. For faculty and staff, the tutorials might teach ways of developing new and effective teaching techniques. For students, the tutorials might become a meeting place for persons from widely varying racial, social, and economic backgrounds. And for the colleges participating in the program, the tutorials might lead to positive institutional adaptation in the direction of making curriculum and instruction relate to all segments of the student body as well as to society today.

The project began to attract campus attention well before its general outlines had been defined. Between one hundred and one hundred fifty faculty members, ranging from regents professors through part-time instructors and research fellows, volunteered to give time every week to the tutorial groups. Some had past experience working with inner-city classes; some wondered about being unsuitable because they were "too old and administratively committed"; some were on leave, but offered to come to the campus two afternoons a week; some worried about heavy foreign accents; but all who volunteered really wanted to help.

An equal number of students applied for work as aides. Many of them knew the kinds of work to be done, for they brought with them experiences

gained in a wide variety of programs: Metropolitan Human Relations Association; such Minnesota Student Association projects as Freedom Now, Human Relations Commission, Project Awareness, and Project People; YMCA; YWCA; Milwaukee Open-Housing March; Outward Bound; Project Head Start; Project Upward Bound; Midwest Indian Association; American Brother-Sister Program; and the Poor People's Campaign.

Organizing and making effective use of all this talent and interest posed a problem of impressive dimensions.

Although an ever-increasing number of colleges and universities throughout the nation have been experimenting with what is sometimes called "higher education for high academic risk students", the field is relatively new, and there are few formal reports supplying precedents and guidance. For example, when twenty-two private colleges, state colleges, and public and private junior colleges in Minnesota responded to a fall, 1968, questionnaire sponsored by the Association of Minnesota Colleges, ten had made no special provision for the education of the disadvantaged, and ten more reported having established programs which were limited in scope and affected small numbers of students. Only two institutions besides the University actively recruited disadvantaged students, offered courses of study specially designed for them, provided counseling and tutoring services, and involved other students in the entire project. Little in the circumstances of these two programs could be usefully applied to the University as it embarked upon the first year of the King tutorials.

Faculty, counselors, aides, and representatives of central University administration met in a series of conferences and workshops at the beginning of the fall, 1968, quarter. Topics of discussion included program planning, the nature of the financial aid package, how to arrange tutoring with

faculty members, suggestions for utilizing the study room assigned each tutorial group, reports of similar projects on campuses outside Minnesota, and an introduction to what can and cannot be accomplished by means of training in study skills, vocabulary building, and efficient reading.

During these general meetings, many students and faculty members expressed the hope that the Martin Luther King scholars would not be treated as subjects for unique and intensive study or special experimental research. The over-all plan, therefore, did not include giving instructions to evaluate the program to any regular agency such as the Bureau of Educational Research or the Division of Student Life Studies in the Office of the Dean of Students. But it was recognized that some record should be kept of how the program functioned during its first year. A part-time research fellow, Thomas H. Stone, was appointed to keep such records, and a faculty committee was named to give him advice and direction.

In the course of the year, the committee and Mr. Stone

1. secured information about the recruiting process from Don M. Dell, instructor-counselor in the General College, and field agent for the University in the King program during the summer of 1968.
2. collected and coded all descriptive information about each student from the regular personnel records kept for all University undergraduates.
3. sought to gather data about each student by inviting him to respond voluntarily to the Minnesota Student Life Studies questionnaire.
4. sought to give tutorial staff members the assistance that stems from knowledge of precedent by writing to colleges and universities known to have programs for the disadvantaged. Replies were summarized, collated, and circulated to all counselors, student aides, and as many faculty group sponsors as could be identified. In addition, each group was visited and its activities reported to all other groups, for possible guidance. (Appendix one).



5. circulated to all counselors, aides, and interested faculty members quarterly reports of academic progress prepared about King students enrolled in the General College by Dr. David L. Giese, Coordinator of Research in the General College.
6. submitted questionnaires to each counselor and student aide asking for information about individual and group activities, and for opinions as to the success of each venture. These questionnaires were submitted each of the three quarters of the academic year. Summaries of responses for fall, 1968, and winter, 1969, were distributed to each counselor and student aide for information. (Appendix two).
7. asked each Martin Luther King student to evaluate the program by responding to a questionnaire sent out when the academic year was almost at an end. (Appendix three).
8. collated information about academic progress from the final, end-of-year transcripts of all King tutorial students.

The report which follows is based upon all of these materials. It does not, however, include discussion of the financial aid package apart from some general information in appendix five. The whole subject became a cause celebre during the so-called Morrill Hall incident and repercussions in January, 1969. Details were rehearsed so exhaustively then that there is little need to repeat them here. Moreover, the report does not include a study of the thirty or more special King scholars who were not enrolled in one of the eleven groups. The focus is entirely upon the tutorials.

## II. Recruiting the Students

Don M. Dell, then a full-time employee of the Student Activities Bureau and graduate student in counseling psychology, was appointed on May 15, 1968, to recruit students for the Martin Luther King Program. He worked in this capacity until September 1, and was assisted during the period June 1 through August 15 by Lester Cannon and Reginald Beckham. These two young men were then students at the University who were employed during the summer to aid Mr. Dell in identifying, contacting, and interviewing prospective students.

Mr. Dell's task was complicated at the outset by the fact that he did not have much to talk about. The program was then little more than a name. Funding, beyond the "usual" student financial aids, was uncertain. Although contributions were coming in, no one knew how much eventually would be available, and whether or not the dollars would stretch through the entire academic year. Moreover, the calendar was advanced, and the recruiting task would be made difficult when the Twin Cities public schools closed for the summer.

Mr. Dell's work on the recruiting program began on two levels. Initially, during the two weeks immediately following his appointment, he engaged in conversations with the several offices at the University concerned with new students and their admission and registration. Discussions were held with the office of Admissions and Records and the office of Student Financial Aids particularly regarding procedures for distributing, receiving, and processing the applications for students contacted by Mr. Dell. Other related matters of concern during this time were arrangements for pre-college counseling at the Student Counseling Bureau, registration-orientation arrangements, and exploring the possibility that these students might attend Freshmen Camp. In all of these consultations, Mr. Dell was assisted and advised by Dr. James Reeves, then Assistant Dean of Students. A somewhat streamlined procedure for dealing with both financial aid and admissions applications was agreed upon and Mr. Dell began to seek out prospective students. (It should be mentioned here that on June 15, 1968, Dr. Reeves was appointed Coordinator of Special Programs in the Office of the Vice President of Student Affairs. He then took over coordination of the administrative details mentioned above, while Mr. Dell devoted primary effort to recruiting.)

Off-campus work began with visits to explain the recruiting and the availability of aid to Walter Rock, Director of Secondary Education for the St. Paul public schools and Dr. Ralph Johnson, Director of Guidance Services in the Minneapolis system. Dr. Johnson followed this visit by sending letters to all Minneapolis high school principals and counselors inviting them to forward the names of likely candidates to Mr. Dell. Meanwhile, Mr. Dell met personally with groups of students and counselors at four St. Paul high schools: Mechanic Arts, Central, Washington, and Humboldt. The meetings in these schools were arranged by the counselors and the principal of the respective schools. By the time the visits to the St. Paul schools had been completed, the Minneapolis public schools had closed for the summer. Some other means of contacting students in Minneapolis had to be found. This was accomplished by seeking out and speaking with personnel of several community agencies in Minneapolis and St. Paul. Groups such as the Minneapolis Urban League, St. Paul Urban League, Sabbathani Center, Inter-City Youth League, The Way, and Twin Cities Opportunity Industrialization Center were asked to refer names of prospective University students to Mr. Dell. Cooperation was excellent in most cases. Several agencies also arranged for evening group meetings at which Mr. Dell and other representatives of the University could talk with groups of prospective students. Sister Giovanni of the Guadalupe Area Project submitted the names of a number of Spanish-American students. Because of his two years experience in recruiting prospective American Indian students, Mr. Daniel Paskewitz of the Student Counseling Bureau was responsible for most of the recruiting done in the local American Indian community.

Mr. Cannon and Mr. Beckham used their first-hand knowledge of the community to identify possible students among their acquaintances, to locate

those nominated by others, to maintain liaison with various community agencies, and to assist applicants having questions about filling out the forms dear to bureaucracy. In several cases, Mr. Cannon and Mr. Beckham "hand carried" the applications of prospective students.

Mr. Dell sought to interview every prospective student, preferably personally, but at least by telephone. By September first, he was able to report that he or the two young men working with him, had talked to almost every one of the 250 persons whose names had been brought to his attention. Of these 250, 104 were not interested in attending the University, failed to complete the application forms, or did not respond to repeated attempts at follow-up. An equal number matriculated and attended classes for periods varying from part of a quarter to the entire academic year. The 104 "Dell matriculants" were the heart of what became a fall quarter program for 150 students. The other 46 included people from the University's Upward Bound project and individuals recruited through the efforts of Dr. Reeves.

Although Mr. Dell's recruiting focused upon the fall 1968 quarter, he also prepared a list of prospective King students for consideration winter, spring, and fall quarters, 1969.

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### III. Description of the Martin Luther King Students

It is impossible to generalize about the King students with decimal point accuracy. Although they had many common group characteristics, they were by no means a homogeneous body. For example, they met the admissions requirements of five separate colleges of the University, and tended to differ from one another in the same ways, although not always to the same degree, as students in these colleges differ from the student population in the University as a whole. Some had not finished high

school, and some had previous college work when they entered the program. Some were native Minnesotans, and some were not. Some worked in the tutorial groups, and some did not. The composition of the King group changed from quarter to quarter. These facts should be kept in mind when considering the paragraphs and tables which follow.

Age, Race, Sex, and College: Of the 164 students associated with the program during the 1968-1969 academic year, 56% were female. This is a shift, for the normal population of the University is 60-70% male. Over 60% were black, 27% white, 9% American-Indian, and 3% Spanish-American. The students averaged slightly over 21, with about 70% falling between the ages of 18 and 24.

Table 1

<u>Variable</u>	<u>N</u>	<u>Percentage</u>
<u>Sex:</u>	164	
M	72	44
F	92	56
<u>Race:</u>	154	
Black	93	60
Am. Indian	14	9
Span.-Amer.	5	3
White&Unk.	42	27
<u>College:*</u>	164	
General	100	61
Arts	52	32
Tech.	6	3
Ag.	5	3
Ed.	1	.6
<u>Year of Birth</u>	163	Mean = 1948.6

\*The figures are approximate because of transfers from one college to another during the course of the year.

High School Education: Almost all (94%) of the students were high school graduates of relatively recent vintage, many of them from Twin Cities schools. A few had previous college work.



Table 2

St. Paul high schools	33%
Minneapolis high schools	30%
Out-state high schools	20%
Non-Minnesota high schools	13%*
Non-high school graduates	4%

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Year of graduation - 1968	58%
- 1967	19%
1964 earlier	19%
Non-graduates	4%

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\*Examples: Alabama 1    Pennsylvania 1  
Arkansas 1    Illinois 2  
Florida 2    Tennessee 1

Education and Occupation of Parents: The usual level of education for the fathers of these students is not quite the equivalent of graduation from high school, while that of the mothers is much closer to the high school graduate level. These levels are slightly lower than the average for parents of General College freshmen, and lower still than the average for parents of freshmen in the College of Liberal Arts. The parents of King students differ from those of University freshmen in that 81% (as compared with 49%) are employed in clerical, skilled, unskilled, service, and unclassified occupations.

Table 3

Percent at Various Educational Levels

<u>Category</u>	<u>Father</u>		<u>Mother</u>	
	<u>MLK</u>	<u>U Freshmen</u>	<u>MLK</u>	<u>U Freshmen</u>
1. Eighth grade or less	26	14	12	6
2. Some high school	19	10	22	7
3. High school graduate	33	34	43	49
4. Business or trade school	1	1	3	1
5. Some College	13	18	16	25
6. College graduate	<u>7</u>	<u>22</u>	<u>5</u>	<u>12</u>
	99	99	101	100

Percent in Various Occupational Categories

<u>Category</u>	<u>MLK</u>	<u>U Freshmen</u>
Professional	6	16
Managerial, Official	5	17
Owns, manages farm	6	6
Sales	1	11
Clerical, Office	9	8
Skilled trade	29	22
Service trade	8	5
Unskilled	11	6
Other	<u>24</u>	<u>8</u>
	99	99

Scholastic Aptitude: Average percentile rank in high school graduating class was 53.3, with approximately 70% failing between 25 and 80. The average high school overall grade-point average was 2.23, a little over the letter grade of C. Approximately 70% of the students earned high school academic grades averaging between 1.6 and 2.9. The average MSAT (Minnesota Scholastic Aptitude Test) was 32.1. About 70% of the students had MSAT scores between 4 and 60. The CAR and the Predicted Grade-Point Average are combinations of high school rank and MSAT or ACE scores. The average or mean predicted GPA percentile was approximately 31, with a standard deviation of nearly 26 percentiles. The predicted GPA generally is used only by the College of Liberal Arts, hence these data are available only for the 32 Arts college students in the program. The mean or average CAR is 41.3 (121 students). Approximately 70% (or one standard deviation) of the scores fall into the 17 to 65 range. Finally, the mean ACT composite score (American College Testing Program), which is an average of the English, mathematics, social studies, and natural science scores, was 17.4 with a standard deviation of 6.6. This ACT score is a standard score, and has a possible range of 1 to 36.

Table 4

<u>Variable</u>		(Q.) <u>25th percentile</u>	(Median) <u>50th percentile</u>	(Q.) <u>75th percenti</u>
HSR:	MLK	29	57	74
	All-U Freshmen	55	75	88
	CLA Freshmen	65	79	90
	GC Freshmen	18	31	47
MSAT:	MLK	8	22	52
	All-U Freshmen	47	68	87
	CLA Freshmen	60	78	91
	GC Freshmen	13	25	42
CAR:	MLK	21	37	56
	CLA Freshmen	63	75	87
	GC Freshmen	20	31	41
ACT-E:	MLK	12	17	19
	CLA Freshmen	20	22	24
	GC Freshmen	13	16	18
ACT-M:	MLK	11	15	20
	CLA Freshmen	20	24	27
	GC Freshmen	12	15	19
ACT-SS:	MLK	13	19	23
	CLA Freshmen	22	25	28
	GC Freshmen	14	18	21
ACT-NS:	MLK	11	16	22
	CLA Freshmen	21	25	28
	GC Freshmen	14	18	21
ACT-C:	MLK	14	16	21
	CLA Freshmen	21	24	27
	GC Freshmen	14	17	19

- Notes: 1. King students do less well on tests requiring verbal facility than one would expect from their academic achievement in high school. As the table shows, the King median high school rank was 57, or slightly above the median for all high school graduates, but the King average rank on instruments such as MSAT or ACT placed this group near the bottom quartile of high school graduates.
2. The King group is extremely varied as far as college aptitude test scores are concerned -- a fact which justifies attempts to encourage varied activities in the tutorial groups rather than a single, prescribed program.

Table 5

Percent and Cumulative Percent Distribution  
for Various Academic Measures

<u>Percentile Interval</u>	<u>HSR</u>		<u>MSAT</u>		<u>CAR</u>	
	<u>%</u>	<u>C%</u>	<u>%</u>	<u>C%</u>	<u>%</u>	<u>C%</u>
90-99	16	100	4	100	4	100
80-89	4	86	6	98	5	96
70-79	15	82	4	90	8	91
60-69	13	67	6	86	6	83
50-59	12	54	8	80	10	77
40-49	8	42	8	72	15	67
30-39	8	34	6	64	19	52
20-29	12	26	11	58	9	33
10-19	7	14	16	47	20	24
1-9	7	7	31	31	4	4
	N = 147		N = 123		N = 121	
	Mean = 53		Mean = 32		Mean = 41	
	Med = 57		Med = 22		Med = 37	

Note: 33% admissible to the College of Liberal Arts; 67% eligible for admission only to the General College.

Table 6

Cumulative Percent Distribution for ACT Standard Scores

<u>Standard Score Interval</u>	<u>E</u>	<u>M</u>	<u>SS</u>	<u>NS</u>	<u>Comp</u>
34-36		100		100	100
31-33		99	100	99	99
28-30		97	98	95	98
25-27	100	94	91	92	96
22-24	96	85	79	86	91
19-21	91	77	66	74	77
16-18	59	71	47	58	59
13-15	41	54	34	45	41
10-12	23	29	22	28	16
7- 9	12	14	8	15	9
4- 6	5	10	5	5	3
1- 3	3	6	1	1	-
	N = 110	110	110	110	110
	Mean = 16.0	15.9	18.5	17.1	17.4
	Median = 17	15	19	16	16

Note: Best scores were in social science; lowest and most variable were in mathematics.

Comparisons by College and Tutorial Group: It is difficult to realize what these ability indices mean without a frame of reference. Comparing King student data and information from 1967 Liberal Arts and General College freshmen groups helps to clarify what has been said to this point about scholastic aptitude.

For example, the mean ACT composite for 1967 General College freshmen was 17.7, and for Liberal Arts freshmen, 28.9. Both of these means are higher than the MLK group mean. Since the MLK ACT composite mean includes both General College and Liberal Arts students, one would conclude that the King students, as a group, rank lower than their peers on the ACT.

The mean MSAT for Liberal Arts freshmen in 1967 was 79.4, and for General College freshmen, 29.1. The MLK group mean was above that of the General College freshmen group. This phenomenon also is seen in high school rank. The mean HSR percentile for General College freshmen in 1967 was 34.6, and for Liberal Arts freshmen, 75.3. The MLK group mean of 53.3 falls approximately half way between the two. In terms of high school rank, therefore, the King group is nearly the equal of its peers. In terms of available ability indices, the King group appears to be slightly below average .... assuming, of course, that currently available standard measuring devices yield reliable data when used in situations of this kind.

When we turn from descriptions of the King group as a whole to the eleven tutorials, we discover that the latter can be divided into three categories:

1. Three tutorial groups (numbers 1, 2, and 3) were composed almost entirely of Liberal Arts students.
2. Four tutorial groups (numbers 4, 5, 6, and 11) were composed almost entirely of General College students.



3. Four tutorial groups (numbers 7, 8, 9, and 10) were composed of a majority of General College students, but included students enrolled in other colleges of the University, and did not operate under the direction of the General College.

The characteristics of these groups are summarized in table 7.

Table 7

Description of Initial Tutorial Groups

<u>Group</u>	<u>N</u>	<u>Sex</u>		<u>College</u>			<u>Race</u>			
		<u>Male</u>	<u>Female</u>	<u>CLA</u>	<u>GC</u>	<u>Other</u>	<u>Black</u>	<u>Ind</u>	<u>Span</u>	<u>Other</u>
1-CLA	15	4	11	14	1	-	11	-	1	3
2-CLA	17	5	12	17	-	-	7	4	-	6
3-CLA	<u>13</u>	<u>4</u>	<u>9</u>	<u>13</u>	<u>-</u>	<u>-</u>	<u>6</u>	<u>4</u>	<u>-</u>	<u>3</u>
CLA Groups	45	13	32	44	1	-	24	8	1	12
4-GC	12	9	3	1	11	-	9	-	-	3
5-GC	13	4	9	-	13	-	7	3	3	-
6-GC	10	4	6	1	9	-	8	-	-	2
11-GC	<u>11</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>10</u>	<u>-</u>	<u>9</u>	<u>-</u>	<u>-</u>	<u>2</u>
GC Groups	46	23	23	3	43	-	33	3	3	7
7-AFHE	10	4	6	-	5	5(Ag)	6	-	1	3
8-CBS	15	6	9	3	12	-	9	-	-	6
9-Ed	15	8	7	2	12	1(Ed)	10	3	-	2
10-IT	<u>18</u>	<u>12</u>	<u>6</u>	<u>-</u>	<u>12</u>	<u>6(IT)</u>	<u>9</u>	<u>-</u>	<u>-</u>	<u>9</u>
Other Groups	58	30	28	5	41	12	34	3	1	20
TOTAL	149	66	83	52	85	12	91	14	5	39

- Note:
1. Liberal Arts groups enrolled more females than males (2/3 - 1/3); others enrolled about 1/2 - 1/2.
  2. Attempts were made to take ethnic background into account when assigning students to groups.
  3. Liberal Arts groups enrolled mainly Liberal Arts students; all other groups included General College students.

Basically, the students in the King program fall into two large groups: General College students and non-General College students. Table 8 gives a descriptive comparison of these two large groups which helps to explain what happened in the individual tutorials during 1968-1969, and which may serve as a basis for initial comparisons in the 1969-1970 program, for this is the way the groups are organized during the second year of the project.

Table 8

Similarity and Differences Between GC and Non-GC  
Students Entering Program F'69 (Percent of Students)

Education of Parent

<u>Category</u>	<u>Father</u>		<u>Mother</u>	
	<u>GC</u>	<u>Non-GC</u>	<u>GC</u>	<u>Non-GC</u>
1. Eighth grade or less	24	28	16	10
2. Some high school	22	13	18	31
3. High school graduate	33	37	50	28
4. Business or trade school	-	2	1	3
5. Some college	17	10	11	21
6. College graduate	<u>4</u>	<u>10</u>	<u>4</u>	<u>7</u>
	100	100	100	100

Parental Occupation

<u>Category</u>	<u>GC</u>	<u>Non-GC</u>
1. Professional	4	8
2. Managerial, Official	10	2
3. Owns, manages farm	1	13
4. Sales	3	-
5. Clerical, Office	8	7
6. Skilled trade	32	25
7. Service trade	7	8
8. Unskilled	11	12
9. Other	<u>23</u>	<u>25</u>
	99	100

Ability Scores: Percent in Each Interval

	<u>HSR</u>		<u>MSAT</u>		<u>CAR</u>	
	<u>GC</u>	<u>Non-GC</u>	<u>GC</u>	<u>Non-GC</u>	<u>GC</u>	<u>Non-GC</u>
90-99	1	31	-	6	-	10
80-89	2	10	-	18	-	12
70-79	5	25	-	9	-	18
60-69	7	19	3	12	-	16
50-59	16	7	4	16	5	20
40-49	12	2	4	14	8	18
30-39	14	-	7	7	30	6
20-29	17	2	12	6	19	-
10-19	13	2	22	8	30	-
1- 9	<u>13</u>	<u>2</u>	<u>48</u>	<u>4</u>	<u>8</u>	<u>-</u>
	100	100	100	100	100	100

Table 9 shows that in terms of scholastic aptitude, the General College and Liberal Arts groups essentially mimic patterns already established for those two colleges. Groups 1, 2, 3, and 4, 5, 6, 11, therefore, are relatively homogeneous. But groups 7, 8, 9, 10 were heterogeneous because they mixed high and low ability students. Again, these facts may serve to explain some of the history of the eleven tutorial groups in operation.

Table 9

Description of Initial Tutorial Groups by  
Ability and Previous Achievement (Mean Scores)

<u>Group</u>	<u>HSR</u>	<u>MSAT</u>	<u>CAR</u>	<u>HS GPA</u>	<u>ACT</u>				
					<u>Eng</u>	<u>M</u>	<u>SS</u>	<u>NS</u>	<u>Comp</u>
CLA-1	71	52	56	2.54	19	15	20	18	18
CLA-2	78	54	65	2.84	18	19	21	19	19
CLA-3	74	67	70	2.78	19	19	22	20	20
GC-4	23	12	19	1.90	--	--	--	--	--
GC-5	42	9	21	1.86	13	11	14	14	13
GC-6	44	14	31	1.87	17	16	18	16	17
GC-11	43	17	29	1.93	16	14	19	15	16
Other									
AFHE-7	50	31	40	2.10	16	20	18	18	18
CBS -8	50	26	24	2.16	13	15	14	14	14
Educ-9	48	28	40	2.01	13	10	14	12	13
IT -10	55	36	45	2.29	16	18	22	22	20

#### IV. The Tutorial Groups in Operation

No one issued any advance prescriptions outlining precisely how the tutorial-study groups were to function in the King program. The students were to use the groups as they wished. Group activities were to emerge in a flexible situation-response setting. The over-arching purpose was to extend beyond problem solving to create eleven campus centers for facilitating learning and fostering trust and a sense of community.

At the same time, faculty, counselors, and aides considered that certain logical and fundamental activities could be anticipated. These

included group meetings, training in study skills, counseling, social gatherings, and tutoring in informal as well as structured encounters. In most instances, what happened after the quarter began did not match these expectations.

The eleven groups were numbered and assigned to colleges as follows:

Groups 1, 2, 3	College of Liberal Arts
Groups 4, 5, 6, 11	General College
Group 7	College of Agriculture, Forestry and Home Economics
Group 8	College of Biological Sciences
Group 9	College of Education
Group 10	Institute of Technology

Launching the Program: Five of the eleven groups, those in the College of Liberal Arts and numbers four and five in the General College, were in full running gear when the fall quarter began. The three Arts college counselors talked with most of their students during the advance registration period. A study room was available, the staff was organized, and the first group meetings were held during the opening week of the term. The two General College groups were composed of students who voluntarily registered for a pair of courses in communication skills: Reading and Vocabulary Development and Basic Principles of Oral Communication. Special but voluntary tutoring supplemented the class and laboratory work usual in these two courses. Tutors and instructors met in workshops and planning sessions during the two weeks before the quarter began. A special tutoring room was ready in Folwell Hall.

Careful planning preceded the first meeting of the other two General College groups, numbers 6 and 11. Three staff orientation meetings were devoted to discussions of procedures, record keeping, details of the financial aid program, and experiences of faculty members in other General College programs for the disadvantaged. The staff anticipated that

...initial group meetings involving the M.L.K. students, the student aides and the counselors will provide an opportunity for getting acquainted and for learning to work together on any concerns, difficulties or problems expressed by the students. Faculty members will then be brought into these groups to share in the discussion of these concerns.

But the groups moved off to a slow start. Staff outnumbered students at the first meetings held on October 10. A tutorial room was not available until the middle of the month.

The other four tutorial-study groups passed through a variety of experiences during the opening weeks of the fall quarter. The faculty of the College of Biological Sciences were so united and vigorous in its support of the program that students were greatly outnumbered at an opening tea. Later, five students came to a lunch, and two to a coffee. The objective of later meetings, also social, was to discover needs and give students opportunities to determine future group activities. Staff members of the Education group, who did not know the names of their students until the Friday afternoon before classes began, sought to follow a similar developmental course. For a time, its history was dominated by evening gatherings held in faculty homes. Neither of these two groups received room assignments until the term was well advanced.

The Agriculture and Technology groups experienced special difficulties. The students in the former formed an especially complex mixture. Some were General College, some were not; most lived in St. Paul, but had all of their classes on the Minneapolis campus; three former Upward Bound students in the group differed from their colleagues in that they needed less orientation to college life, had most of their classes on the St. Paul campus, and shared interests which were more rural than urban. Only two students attended the first, and two other students attended the second,



in a pair of group meetings scheduled early in the quarter.

Members of the Institute of Technology group ranged very widely in academic aptitude and need for special attention. Weeks passed before anything approaching suitable study space was assigned. Moreover, the students themselves appeared to sense no need for special attention. Under these circumstances, scheduled activities languished and procedures quickly became highly unstructured.

New groups seeking identity, direction, and function in an unstructured setting commonly experience initial periods of uncertainty. Agreement about ultimate objectives can produce cohesion sufficient to maintain the group through its faltering beginnings. There was no such initial agreement to sustain the King groups largely because staff roles (perhaps necessarily) were ambiguous, and because many of the students recruited in the program knew nothing about the tutorial-study group plan until they reached the campus. Recruiting had to begin before the high schools recessed for the summer. All details of the King program were not fully determined when some of the students agreed to become part of it.

Invitations to attend group meetings, to headquarter in special campus rooms, and to accept assistance proffered by a special staff came as a surprise to many of the King students. A feature story in the Minnesota Daily early in the quarter complicated the situation by emphasizing that the tutorials were for the poverty-stricken and the disadvantaged. Moreover, the "tutorial-study" label appeared in a pejorative light. Many students felt stigmatized at being, in their words, "assigned tutors because they were in the King program." Understandably, this resentment was encountered most often among the King students enrolled in the General College.

Other attitudes complicated the situation. A few militants questioned the sincerity of the University and dismissed the program as mere tokenism. Some blacks were angry that non-blacks shared a program named for Dr. Martin Luther King. Some whites were interested in program funds, but not in the program label. Almost all paid more attention to details of the financial aid package, and to bureaucratic aspects of college life, than they did to anything entitled "tutorial-study."

A common response to attempts to initiate group activities, therefore, was to stay away from meetings not devoted to discussions of money. The students said they did not need tutoring. They tended to ignore opportunities for diagnostic and remedial work in study skills. When an Arts college counselor asked for opinions about the program after its first month, most of those he polled either failed to reply or stated that there wasn't much of a program to have an opinion about.

Defining Staff Roles: Each of the eleven groups was headed by a counselor-advisor, a graduate student with experience or training in student personnel work. The King counselor turned out to be a generalist, not a specialist, for he had administrative and advising as well as counseling functions. As an administrator, the counselor organized meetings, coordinated the work of the aides, made sure that contact with each student was maintained, and helped direct the project by evaluating current practices, formulating ways of improving the program, and making plans for the 1969-1970 academic year. He functioned to a large extent as group administrator-leader.

These tutorial-study group staff members were on familiar terrain when they turned to the counseling aspect of their functions. Money headed the list of topics the students typically brought to the counselors' offices. The list also included vocational guidance, personal and family

difficulties, health problems, feelings of being lost in or at odds with an impersonal bureaucracy, and conflicts with fellow students and faculty members said to have "racist" attitudes. With the possible exception of the latter, these problems differed only in degree and detail from those discussed in student personnel offices all over the campus.

The advising function caused tutorial-study group counselors some difficulty. The problems were not in themselves esoteric: program planning, adding or dropping courses, incompletes, academic probation, transfer from one college to another, summer session registration, flagging motivation, difficulty in meeting deadlines, and lack of interest in studying. But more than half of the counselors had no affiliation with or knowledge of the General College, yet they were in the position of being asked to advise General College students. In practice this meant that General College students in the program had access to a General College faculty advisor as well as to his tutorial-study group counselor. The position of the latter was complicated and weakened by this fact. These students turned away from the group when they wished to talk about matters lying at the very heart of the enterprise. Moreover, it was not easy to arrange tutoring in courses offered by a college other than the one most familiar to the counselor. Some of the counselors did some tutoring, but the bulk of this work was carried out by the aides, the faculty, and teaching assistants.

Of the two groups of staff members, counselor-advisors and student-aides, the latter experienced the most difficulty defining its role in the tutorial-study groups. These highly motivated undergraduates, peers of those whose interests they were to promote, entered the program with high expectations and scanty orientation. They soon complained that too

much of their time was spent trying to chivy people into coming to meetings. Some of them were too uncomfortable about the objectives of the program to put them across to students, as this report illustrates:

The main point of this particular aide's criticism of the program was that it is mere tokenism and a sell-out as long as it is aimed only at this small goal and does not involve the whole university. It must aim at doing away with all obstacles to equal educational opportunity. He admitted that this program might be doing some good, but felt that the very acceptance of this program was a "pay-off" for not pressuring for greater changes. He felt that for him, as a black man, to accept a position in such a program would make him a "Tom."

Other aides experienced trouble working with the counselors, who outranked them in age and often in education, but not always in relevant experience.

In the beginning, the aides were at a loss about how to present themselves to students professing ignorance of the study groups and no need for assistance. Nevertheless, they went to work vigorously. In most groups, each aide assumed primary responsibility for three or four students. They introduced themselves by telephone to the King students they did not meet in sparsely attended group sessions or social gatherings. Relationships were established gradually, as the following typical diaries indicate:

Example One:

September 23:	Made introductory call and discussed any possible problems connected with classes.
September 24:	Helped her find a class meeting in Aero engineering.
October 1:	Sat in on a class with her to compare note-taking.
October 6:	We studied together for a test.
October 14:	Talked with her biology instructor, Mr. Jefferson, requesting help.
October 17:	Had lunch together to discuss problems.
October 20, 21:	Provided transportation to and from campus.

Example Two:

October 15: Telephoned, no answer.

October 16: Has missed class for a week (sick with a cold). Needs a textbook.

October 19: Needed help generating ideas for a theme; met with him at Coffman.

Example Three:

October 16: Met Alice to discuss problems in psychology class. Got her ok to talk to the teaching assistant in the course. This is the first time Alice showed some interest in the group.

October 17: Talked to teaching assistant about transfer of credit and disorganization of material. Agreed to sit in on class with Alice and come back to discuss my impressions of it with the teaching assistant.

October 17: Aide-Faculty meeting.

October 17: Meeting with students -- discussion of study habits.

October 20: Telephoned Alice about psychology class.

October 22: Sat in on Alice's psych class. Her complaints of disorganized lectures did not seem justified to me.

October 23: Met Alice for discussion of psych note-taking and the mid-quarter. She seemed more comfortable about course and up-coming exam.

October 24: Aide-Faculty meeting. Decided to use aides as resources for locating faculty tutoring for students who are having academic problems.

Certain patterns became established as the year advanced. Generally, aides kept in touch with designated students. Frequency and mode of contact varied considerably. One aide might have many meetings with one student and very few with another who was experiencing little if any difficulty. Most of the aides attempted to see or telephone their students at least weekly, in order to be informed about their progress.



In addition to maintaining communication with the students, the aides reported to and made referrals to the counselors, and staffed the study rooms where they were available for help and information. Contrary to the expectation that their duties could consist largely in providing liaison, the aides also proved to be effective tutors, guided by the counselors, instructors, or their own experiences.

Thus, the aides appear to have functioned both at the center and the cutting edge of the program. They worked directly with the students, presented students needs to counselors and instructors, and dealt with a whole congeries of matters peculiar to student life: incompletes, petitions, unreported grades, noting lectures and readings, investigating reports of racist attitudes, preparing for examinations, personal concerns, transportation difficulties, and -- as one counselor put it -- "a million, unnamed, unspecified tasks." They did all this under circumstances requiring tact as well as good will, while carrying academic loads of their own, for very little pay.

Group Meetings: The fact that group meetings generally were failures will come as no surprise in view of what has been observed to this point. Weekly gatherings were planned at the outset, but attendance dwindled. On October 10, for example, an announced meeting for group 6 attracted one student and one aide. On the same day, five students and three aides came to a meeting of group 11. (Both were General College groups.) According to a report submitted to Dr. Kingsley:

Judy Steller (Bureau of Loans and Scholarships) spoke about the arrangement of the financial package and Joel Carrow (General College Student Personnel Office) spoke about study habits and related topics. The meeting was very dead. In spite of many attempts to get the students to respond, there was very little comment from them. The only contribution at all from the students was a question about a financial problem. The possibility of setting up tutorial groups organized around common classes was discussed again with very little contribution from the students.

As far as notification went, we sent out a letter on Tuesday afternoon and we called all of the student aides asking them to contact all of the students personally.

Other groups had different experiences. The staff of the Biological Sciences group soon concluded that best results were achieved informally, outside the structured context of a meeting. Two students turned up at each of two early meetings scheduled for the Agriculture group. The report from the Technology group was that the students enrolled in it "represent such a wide spectrum of backgrounds and attitudes that group meetings after the first few fall failures were eliminated from our planning."

Groups 1, 2, and 3 (Arts college) had better results. Attendance at meetings held on September 27 was as follows: No. 1, 9 of 14 students present; No. 2, 7 of 12; No. 3, 4 of 10. The record became slightly more spotty as the quarter advanced, although the average was about 50% present. But a library tour on October 17 brought out one student. As a result, the Arts college joined the other groups in planning fewer and fewer group gatherings. By spring quarter, whatever meetings were held were for social rather than academic purposes.

The reasons students gave for being unable to attend tutorial-study group meetings included lack of time, schedule conflicts, lack of interest in announced topics, and resentment at being singled out for special attention. The planners of the King program anticipated that such gatherings could become a practical means of identifying common concerns, sharing helpful approaches to frequently encountered difficulties, and developing feelings of identity, unity, and reinforcement. These hopes were not realized.

Tutoring: The King staff informed the students about this aspect of the program in various ways. An excerpt from a Technology letter is typical:

What program? Well, it's partly a Tutorial-Study Program to help you cope with the University and get the most possible out of it. There are about 150 students who have been assigned to groups of about 15 students each who have been selected to participate in this experiment at making their University experience more effective. Our group is sponsored by IT -- that's why their name is at the top of this sheet. What does the University need to do to meet your needs and ambitions? What do you need to do to get an education that is worthwhile to you from the University? These two questions are behind the program.

How were you selected? There are a number of different answers to that question -- I'll be glad to talk to you about it when I see you and tell you what I know. Some of you probably feel like you don't need any special help -- and I agree that this is true for some of you. Others of you probably do. In either case, giving and getting -- working with each other -- is the key approach to our questions. So, even if you don't need help, others in our group can use your help.

What are we going to do? One of our main aims is to help with academic things. A short "How to Study" discussion will be held twice per week. Students who have been at the University for a while will be in touch with you regularly. They'll share their experience with you in any way that they can. They'll keep you posted about things that are happening and you can talk with them about things that you would like to see arranged. We can also arrange for special tutoring from a faculty member for you.

Many of the King students appeared to be notably detached about their studies at the beginning of the year. Counselors and aides began to perceive that some of the reasons for this attitude were to be found in the nature of the University's courses of study for freshmen and sophomores. Many introductory courses are taught impersonally, in large sections. Subject matter may fit general education or liberal arts requirements for two or four year degrees, but the A.A. and the B.A. were remote goals. And King students as a group tended to regard higher education primarily in terms of preparation for work. Like many other undergraduates, they did not understand and accept the customary objectives of and rationaliza-

tions for liberal arts education. Many of the courses in which they were enrolled seemed remote or irrelevant or tedious.

Other reasons for their lack of involvement were found in the students themselves. The black militant element, for example, was not disposed to adopt the mores of a white institution. Its members were not "turned off" so much by structure -- class size, course requirements, machine scored examinations, the lecturing system -- as they were by course content. They complained of an instructor in American history who appeared to ignore the role of the Afro-American. They were contemptuous of a white, middle-class sociology professor who was attempting to tell ghetto dwellers like themselves what ghetto life really is like. They wanted to organize in order to confront individual instructors effectively about what they regarded as mistakes in emphasis and errors of fact.

The faculty also played a role in this situation. Some are more adept at dealing with graduates than with undergraduates. Some appeared to fear that King students, frustrated by inability to meet the academic competition they would encounter and accustomed to direct action, would retaliate violently before a class or against an individual teacher. Graduate students teaching many of the sections in which freshmen and sophomores enroll are primarily concerned with their own progress toward a degree and avoid becoming too much involved with any student -- disadvantaged or not.

King staff members were in the middle. When their students did begin to request tutoring, the counselors and aides soon were able to identify persons in various departments who could be relied upon to give genuine assistance, either personally or through referrals. They learned that instructor assistants made the best tutors; they also learned that many



faculty members were not responsive to opportunities to give this kind of assistance. The staff recommended certain courses to King students during registration periods for the winter and spring terms, not because they were particularly relevant, but because the professor or the teaching assistant were accessible to students having questions or difficulties.

Much of the tutoring was done by the aides. Many of the aides knew the University's lower division curriculum well. They knew instructors as well as courses. Some of them had experienced recently the kind of trauma being experienced by many King students. They were available in the study room and they kept in touch with the persons assigned to them. For most of them, tutoring came to be a regular part of their work in the King program.

To be fully effective, tutoring should be requested, not imposed. Encouraging King students to see the need for assistance before the cause was irretrievably lost proved to be a difficult art. The General College counselors experimented with counseling in sub-groups as a possible solution to the problem.

On October 24, leaders of groups 6 and 11 reported that they had arranged to have instructors or teaching assistants in eight courses enrolling three or more King students attend special study sessions scheduled in the tutorial group room. According to their records:

We then wrote the schedule on the blackboard...and sent copies... to all the students. To date (November 5) only two or three students have shown up for the tutorial sessions. At present, we intend to continue the schedule hoping that more students will come in as time goes on.

At the end of the fall quarter, the General College counselors again attempted to provide group tutoring by sending aides to instructors in the eight or ten classes enrolling the largest number of King students for



information about best ways to prepare for final examinations. All staff members were present in the tutorial group room all day on Friday, December 6, which was study day. Any King student in all of the four General College groups was invited to appear at any time during the day for assistance in preparing for finals. About ten accepted this invitation.

The General College counselors launched still another tutoring experiment during winter quarter. Aides in all four groups attended selected classes in which clusters of King students were enrolled. Through this device, the aides would learn at first hand what was expected of students in a rather wide range of courses. As a group, then, the staff members would become a species of efficient, corporate tutor. The plan was ingenious, but the aides seemed to feel it was not successful. Course assignments were made too late in the quarter to yield positive results.

At the end of the year, one of the Arts college counselors remarked that "one of the more encouraging things about the program has been the growing acceptance of help on the part of our students." This statement was especially true of students enrolled in certain kinds of courses: accounting, biological and physical science, composition, foreign languages, history, mathematics, and the general area of psychology-sociology.

The Campus Study Rooms: Having a place to which students and staff could resort freely was an essential element in the King plan, but only a member of the University community can appreciate what a herculean task it was to set free eleven campus rooms for all-day use by the tutorial study groups. The task was accomplished by degrees. The groups receiving early assignments proved to have an advantage over those having to wait. Education, for example, did not have its own quarters until early in the winter term -- too late, as it proved, to be useful. The students by

that time had established behavior patterns which left the room out of account.

Some of the space was not suitable. The room to be used by the Biological Science group was inadequate, out-of-the-way, and sometimes claimed by others. By spring quarter, it was used for staff meetings and not at all by students. The first room assigned to the Technology group was centrally located in the basement of Coffman Union, but it featured poor lighting, poor furniture, and a situation adjacent to the bowling alleys. According to a later report:

Our first problem was in finding a room. By winter quarter this had finally been accomplished. Then we had trouble keeping it furnished since the Mathematics Department reclaimed a nice table and some decent chairs. But someone was able to scrounge some messy and generally cast-off furniture for the room. Some of the students had been using the room regularly for study. I don't think that the furniture fiasco kept them away, but it was another in a long list of demoralizing aspects of the program.

The General College groups were given a room on October 21. The counselors reported that by November 5, it was being fairly heavily used.

Counselors and aides came to varying conclusions about the study rooms:

Very useful! Gave opportunity for us to know the student personally, through frequent casual contact. Convenient place to study and/or socialize between classes. Many New Careers and HELP students used the room also, and provided excellent examples of hard studying for our students. Also the room became the primary place for study help.

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Not very good overall, but useful nevertheless. The problem was in using one room for two incompatible activities, studying and counseling. It was a good way to meet students.

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One of the aides mentioned that one or two students were insisting that the room become strictly a study hall with no talking allowed. This seemed to have the effect of driving some students away who wanted to come down to relax a bit. It was quickly decided that the room should be open for both uses, and that someone should talk to the one or two students who had

initiated the study-only policy. Someone suggested that provision could be made for those who wanted to study in quiet by getting a schedule of what classes are empty during the day in Nicholson Hall. Later inquiry revealed that room scheduling will not give out this information lest it interfere with any scheduling of special meetings, etc., in the empty rooms.

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The room was useful in that it allowed mixing of students, aides and counselors, and in that it provided some immediate tutoring for students with some casual occasions for talking without setting up formal appointments. We were all too aware that the noise of our room was a disadvantage in that it made study difficult and the distractions of the phone, typewriter, and various discussions tended to change the character of the room from study to conversation center. We are persuaded that the latter function is not to be dismissed lightly, however, but would like to see it maintained, but a quiet study room added. Accessibility of a typewriter for preparation of papers was much appreciated by the students.

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The fact that an aide is regularly available in the room facilitates tutoring. Questions are answered. Assistance is given when requested, on the spot. This is not to say that every aide can solve every academic problem brought to him, but he may make referrals. The point is that delay is minimized. I think this is one of the most significant aspects of the program this year.

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In retrospect, the staff members concluded that between 25 and 50% of the students in the Arts and Technology groups used their rooms regularly for study and tutoring. In the General College, the estimated percentage ran as high as 50-70. The study room apparently did not play an important role in the functioning of the Biological Science and Education groups.

Training in Study Skills: King staff members heard a good deal about formal training in study skills during orientation sessions held before the year began. They were not able to make much use of this information, because few students asked specifically for this kind of assistance. The Technology counselor "...tried to run a study skills session last fall, but gave up after two or three attempts. One student came once or twice."

As already noted, two General College groups registered for courses in efficient reading, vocabulary development, and oral communication. For the rest, work on study skills came largely in the context of the tutoring.

The General College experiment in teaching skills deserves special mention. At the outset, all General College King scholars were given an opportunity to register, if they wished, for a six credit special combination of GC 30A, Reading and Vocabulary Development, taught by Professor William A. Stockdale, and GC 32A, Oral Communication, taught by Professor Evelyn U. Hansen. Approximately twenty-five MLK students and twenty-five other General College students enrolled in two sections of this special combination of courses during the fall quarter only. Ten undergraduate tutors were appointed to assist members of the MLK section with all of their course work. A study room was available from the beginning of the term.

Training of the tutors began two weeks before the fall quarter started. If they wished, MLK students could report to the study room VIII hour Monday through Thursday for special assistance in the skills courses. Approximately three-fourths of the students made regular use of this service throughout the quarter. Fridays, the instructors and tutors met to discuss progress and plan the work of the following week.

Professor Stockdale found that the academic performance of the King section did not differ significantly from that of the other section. He had this to say about the experiment:

Pre- and post-testing in vocabulary, reading comprehension and organizational ability indicated that students in the tutorial made greater gains in vocabulary and comprehension than did a control group; however, the gain in organizational ability didn't prove as great for the students in the tutorial as it did for



the control group...Almost certainly...the program made no more than a minimal contribution toward removal of the barriers that the tutees found or thought they found on the campus. In a formal sense -- a structural sense -- it proved successful. Tutors and students met four times a week to study specific classroom assignments that the students knew they would be tested on. The really serious students (and many of them took their studying seriously) soon discovered that the sessions with the tutors brought tangible results: better grades on tests and quizzes. Genuine rapport quickly developed among the undergraduate tutors and the students. I risk no extravagance when I say that the tutors performed conscientiously and enthusiastically, and rapidly developed remarkable skill at providing guidance in learning. This was true not only of the tutors I had responsibility for, but of those who joined us as volunteers from Mr. Charles Caruson's Twin Cities Talented Youth Project -- honors students here at the University. But despite these friendly relationships, I did not get the impression that more than a minority of the tutees felt as comfortable on campus as most first quarter freshmen I have known...I would hesitate to recommend that the tutorial program be continued another year. In my opinion, the money would be better used to provide additional scholarships for minority students.

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Thus, the tutorial-study groups did not develop quite as anticipated. With the possible exception of those in the Arts college, they do not appear to have become groups at all. What did emerge was a series of relationships between counselor and student and aide and student. No systematic or detailed records are available to chart these relationships. We do not know, for example, what specific student sought tutoring, from whom, in what field, at what juncture in the term, with what kind of results. All of these facts must be kept in mind in any effort to assess the 1968-1969 King program. The measure of its effectiveness must be sought in case studies rather than in statistics. And for many King students, program evaluation of this kind is premature, because '68-'69 was only an opening chapter in a still unfinished story.



V. Student Achievement as Measured by Grades

Academic records are a product of many factors. While it is true that native ability and prior achievement are important ingredients in any recipe for academic success, other factors decrease predictability and increase variability among students. One of these factors is the result of the size and flexibility of the University. Students select and complete different numbers of courses and amass different credit totals. They attend "easy" or "hard" classes; they find themselves working under "good" or "poor" instructors; they attend for one, two, or three terms. Some make "normal" progress toward degrees. Others may remain on campus for an entire academic year without finishing a course or earning anything other than F's or N's. Generalizations and comparisons must be made with great care under such circumstances.

In this chapter, we study grade point averages, credits amassed, and persistence. We show how the records of the individual tutorial study groups compare with one another. We examine the kinds of courses King scholars selected from the General College curriculum and the degree of success they experienced in these courses. Wherever possible, we attempt to provide information which highlights the King record against a background of tradition and past experience.

Achievement and Length of Residence: Table 1 shows the number of quarters in residence, credits completed, and grade point averages earned by Martin Luther King students enrolled in one of the four-year colleges of the University (principally the College of Liberal Arts; no General College students are included in this data).

Sixty percent (31 of 50) completed at least one course with a positive grade each of the three quarters of the academic year. The range is startling. Nine, or approximately twenty percent earned the 40-45 credits traditionally considered to represent normal progress for a single year. One student accumulated in three quarters the credits usually earned in one.

The table also shows a relationship among predictive test scores, length of residence, and grade records. Students with high or relatively high HSR, MSAT, and ACT: Comp scores tended to remain on campus longer and to earn higher marks than those with average or low scores. Because most of the colleges suspended standing rules governing academic probation and drop for low scholarship for those enrolled in the first year of the King program, the fact that these students voluntarily withdrew after only one or two quarters gives the appearance of a pragmatic approach to higher education or the operation of a species of self-selectivity. Grade point averages ran the entire gamut from .5 to 4.0.

Table 2 indicates that a slightly higher percent of General College students (70) completed at least one course with a positive grade each of the three quarters. Thus, they compare favorably with their counterparts in the four-year colleges in number of credits completed, but they did considerably less well in average grades. The numeric system, a weighting scheme assigning two or three values to each letter grade (A 11, 10; B 9, 8; C 7, 6, 5; D 4, 3; F 2, 1) shows an average of 5.3 (or a low C) for those in residence three quarters. This corresponds to a GPA of approximately 1.8, while the numeric average of 5.95 for those in residence two quarters corresponds to a GPA just short of 2.0.

As seen in table 1, table 2 shows that the low achievers did not long continue in residence in the General College. However, they seem to have been less self-selective than students in the four-year colleges.

The Tutorial Study Groups Compared: The data presented in table 3 compares the academic performance of the Arts College students who were members of tutorial study groups 1, 2, and 3, and that of students from various other four-year colleges who belonged to tutorial study groups 7, 8, 9, and 10. (No General College students are included in these figures.)

The table shows that students in these two categories were of about equal ability, and that they reached about the same level of grades. If some of the tutorials were almost inert or non-functioning, this means that their members achieved without the assistance the groups were intended to supply. On the other hand, it also may mean that where tutorials were active, group activities were irrelevant as far as academic attainment is concerned.

Tutorial study groups 4, 5, 6, and 11 were composed solely of General College students. Three of the groups sponsored by other units of the University also were made up almost completely of persons enrolled in the General College. All of the groups were approximately equal in ability.

Table 4 treats the four groups sponsored by the General College in two pairs: 4 and 5; 6 and 11. This is because the pairs were handled separately during the fall quarter. Groups 6 and 11 were the responsibility of the General College Student Personnel Office. Groups 4 and 5 were

TABLE 1

RECORD OF MLK STUDENTS  
REGISTERED IN 4-YEAR COLLEGES OF THE UNIVERSITY .

<u>Quarters in Residence</u>	<u>Number of Students</u>	<u>Average</u>			<u>Credits Completed</u>	<u>GPA</u>
		<u>HSR</u>	<u>MSAT</u>	<u>ACT:Comp</u>		
3	31	79.3	57.9	20.1	34.3	2.24
2	15	71.9	57.8	19.3	19.3	2.12
1	4	65.3	25.3	18.0	5.4	1.58

Distribution of  
Credits Completed  
(A-F, P-N)

Distribution of  
Grade Point Averages

<u>CREDITS</u>	<u>Quarters in Residence</u>			<u>GPA</u>	<u>Quarters in Residence</u>		
	<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>
45-	4			3.5-4.00	1	1	
40-44	5			3.0-3.49	3	1	1
35-39	8	1		2.5-2.99	4	4	
30-34	5	3		2.0-2.49	11	3	
25-29	4	4		1.5-1.99	8	3	1
20-24	4	-		1.0-1.49	3	1	1
15-19	-	3		.5- .99	1	1	
10-14	1	1	2	- .49	-	1	1
5- 9	-	3	1		31	15	4
0- 4	-	-	1				
	31	15	4				

TABLE 2

RECORD OF MLK STUDENTS  
REGISTERED IN THE GENERAL COLLEGE

<u>Quarters in Residence</u>	<u>Number of Students</u>	<u>Average</u>			<u>Credits Completed</u>	<u>NPA</u>
		<u>HSR</u>	<u>MSAT</u>	<u>ACT&amp;Comp.</u>		
3	56	42.0	15.0	15.3	33.7	5.30
2	19	44.4	20.0	14.0	19.9	5.95
1	9	20.6	20.0	13.3	8.3	4.09

Distribution  
Credits Completed (A-F, P-N)

Distribution of  
NPA

	<u>Quarters in Residence</u>				<u>Quarters in Residence</u>		
	<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>
45-	2			9.0-11.0	1	3	
40-44	11			8.0-8.9	3	2	
35-39	17			7.0-7.9	7	2	1
30-34	12	1		6.0-6.9	10	1	2
25-29	8	5		5.0-5.9	9	4	
20-24	2	5		4.0-4.9	13	3	1
15-19	4	4		3.0-3.9	7	2	3
10-14		2	5	2.0-2.9	6	2	2
5- 9		2	2	1.0-1.9	56	19	19
0- 4	56	19	2				9

\*Does not include students who earned all I's which became F's



TABLE 3

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COMPARISON OF MLK STUDENTS REGISTERED IN FOUR-YEAR UNITS  
OF THE UNIVERSITY BY TUTORIAL STUDY GROUP

	<u>CIA</u> <u>1,2,3</u>	<u>OTHER *</u> <u>7,8,9,10</u>
Ability		
HSR	74.3	74.4
MSAT	57.5	49.8
ACT:C	19.0	21.2
Quarterly Record		
F:68		
Number of students	38	15
GFA	2.1	2.1
Credits	9.6	10.9
W:69		
Number of students	32	11
GPA	2.3	2.2
Credits	10.7	12.8
S:69		
Number of students	33	5
GPA	2.4	1.8
Credits	8.3	12.6
Cumulative Record		
Number of students	38	14
GPA	2.2	2.1
Credits	27.2	26.3

\* College of Agriculture, Forestry and Home Economics; College of Education; Institute of Technology. So few students were involved that the four groups were combined for this presentation.

assigned to the General College Division of Literature, Speech, and Writing. Led by Professor William Stockdale and Professor Evelyn U. Hansen, these two groups were composed of volunteers for training in reading and communication skills in addition to tutoring in other subjects.

It is interesting to note that groups 4 and 5 significantly out-ranked groups 6 and 11 in total number of credits completed and grade point average. Moreover, this plus differential carried over through all three terms. These figures appear to provide evidence that remedial or compensatory or skills work does have beneficial long range effects upon a student's academic performance.

Group 9, sponsored by the College of Education, did almost as well in grade point average, and slightly better in total credits earned, as groups 4 and 5. Groups 8 and 10 did slightly less well than 4 and 5, but better than 6 and 11, in credits earned. Group 7 compares unfavorably with the other groups. Group 11 has a notably poor grade record.

Performance Record in Fields of Study Preferred by General College King Students: General College students in the Martin Luther King program took most of their work in the divisions of Social Studies, Literature-Writing-Speech, and Psychology-Philosophy-Family Studies. They showed slightly less interest in Mathematics and Natural Science. Very few registered in courses in the fine arts, and, surprisingly, in classes offered by the Division of Business Studies. (See table 5.)

Interestingly enough, their best grades were assigned in the fields they appeared to be least interested in studying -- fine arts and business. And they seem to experience greatest difficulty in classes they select most frequently: social and psychological studies. Another way to look at this

TABLE 4

## COMPARISON OF MLK STUDENTS REGISTERED IN GENERAL COLLEGE BY TUTORIAL STUDY GROUP

	<u>GC</u>		<u>CLA</u>	<u>OTHER COLLEGES</u>			
	<u>4,5</u>	<u>6,11</u>	<u>1,2,3</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<b>Ability</b>							
HSR	35.4	37.9	64.5	40.2	37.6	47.0	34.3
MSAT	10.7	15.8	22.0	26.0	10.1	24.2	18.5
ACT:C	14.9	15.2	15.0	15.0	12.0	17.0	15.3
<b>Quarterly Record</b>							
<b>F:68</b>							
Number of students	22	20	2	5	12	11	12
NPA	6.5	4.9	7.4	3.1	5.5	6.2	5.0
Credits	11.7	9.1	13.5	9.0	9.0	9.9	10.2
<b>W:69</b>							
Number of students	19	22	2	4	8	10	11
NPA	5.6	5.1	6.2	4.0	5.2	7.1	4.7
Credits	11.4	8.3	14.5	3.0	10.3	10.4	6.3
<b>S:69</b>							
Number of students	16	18	1	3	9	9	10
NPA	5.6	4.8	7.5	6.9	6.4	5.9	4.3
Credits	8.9	6.9	13.0	3.0	9.0	11.0	6.4
<b>Cumulative Record</b>							
Number of students	22	27	2	5	12	11	12
NPA	5.9	4.6	8.6	3.5	5.2	5.5	3.9
Credits	30.1	22.1	34.5	17.2	26.3	32.1	25.6

phenomenon is to say that the fields of study in which the King students have the most interest are not taking cognizance of them or responding to their presence and their needs. (See table 6.)

The proportion of students registering for a course without completing it is very high. Approximately one-third of all enrollments ended in marks of W (withdrawn) or I (incomplete). (See table 5.)

Summary: Tables 7 and 8 present an over-all view of King student achievement as measured by grades. Again, the students are categorized, with table 7 showing data for students in the College of Liberal Arts, and table 8 giving information about King students in the General College.

The following statement from one of the student evaluation questionnaires may have relevance for some readers at this point:

Some of you have the nerve to be disappointed with the students in the MLK program. You should know that reconstruction is more difficult than destruction.

TABLE 5

PERFORMANCE RECORD: GENERAL COLLEGE MLK STUDENTS --  
GENERAL COLLEGE FIELDS OF STUDY

Division	Number	A	B	C-7	C-65	D	F	P	N	W	I
Psychology-Philosophy Family Studies	150	1 1%	12 8%	10 7%	40 27%	17 11%	11 7%	2 1%	-	12 8%	45 30%
Natural Science	130	5 4%	3 2%	14 11%	34 26%	19 15%	5 4%	4 3%	-	16 12%	30 23%
Business Studies	30	1 3%	4 13%	3 10%	9 30%	3 10%	1 3%	1 3%	-	5 17%	3 10%
General Arts	33	3 9%	7 21%	3 9%	6 18%	3 9%	-	-	-	1 3%	10 30%
Lit., Writ., Spch.	192	10 5%	24 13%	23 12%	42 22%	19 10%	9 5%	-	-	20 10%	45 23%
Social Studies	165	6 4%	13 8%	18 11%	25 15%	20 12%	14 8%	2 1%	1 1%	18 11%	48 29%
Sheltered G.C. Classes for MLK Students	83	7 8%	7 8%	16 19%	20 24%	4 5%	4 5%	4 5%	-	9 11%	12 14%
G.C. Total	783	33	70	87	176	85	44	13	1	81	193
Courses in Other Colleges of Univ.	54	5	4	8		4	6	7	-	8	12
Grand Total	837	38 5%	74 9%	271 32%		89 11%	50 6%	20 2%	1	89 11%	205 25%



TABLE 6

INDIVIDUAL COURSE AND GRADE RECORD  
FOR MLK STUDENTS REGISTERED IN GENERAL COLLEGE

<u>Course</u>	<u>n</u>	<u>A</u>	<u>B</u>	<u>C-7</u>	<u>C65</u>	<u>D</u>	<u>F</u>	<u>P</u>	<u>N</u>	<u>W</u>	<u>I</u>
1A	3			1			1				1
1B	2				2						
2A	39		4	4	10	7	1	1		3	9
2B	11				7		1				3
2C	10	1			4	2	2				1
3A	21		2		7	1	3				8
3B	1									1	
3D	1				1						
3F	4			1	1		1				1
4	1						1				
5A	11		2	1	1	2	1			1	3
5B	14				3	3		1		3	4
5C	22		3	1	3					3	12
5D	10		1	2	1	2				1	3
Subtotal	150	1	12	10	40	17	11	2		12	45
6A	2									1	1
7A	9				2	1		1		3	2
7B	3						2			1	
7C	7				1	1				1	4
7D	12			1	2		2				4
8A	18	3		5	2	1		1		3	3
8B	6	1			1	2				1	1
9A	4		1		1			1			1
9B	9			1	2					1	5
9D	2	1			1						
10A	20			1	12	4				2	1
10B	23			2	7	8		1			5
11A	10			2	1	2				3	2
11B	5				2	1	1				1
12A	3		2							1	
Subtotal	133	5	3	15	34	20	5	4		17	30

Table 6 (continued)

<u>Course</u>	<u>n</u>	<u>A</u>	<u>B</u>	<u>C-7</u>	<u>C65</u>	<u>D</u>	<u>F</u>	<u>P</u>	<u>N</u>	<u>W</u>	<u>I</u>
14A	2					1				1	
14B	1									1	
14D	2		1				1				
15	6		2		2	1				1	
16A	4				2					1	1
16B	1			1							
17A	1			1							
18A	2	1			1						
18B	1				1						
18C	1				1						
19A	2					1					1
20A	2									1	
20B	5		1		2			1			1
Subtotal	30	1	4	3	9	3	1	1		5	3
21	13	2	4	1	2	1					3
23A	9	1	2		3						3
23B	1			1							
24A	3		1		1						1
24B	1					1					
24C	1					1					
25A	4			1						1	2
26A	1										1
Subtotal	33	3	7	3	6	3				1	10
28A	6			1		1				3	1
28B	1										1
29A	16	2	2		7	2	2				1
29B	8		1	1	2	1				1	2
29C	7	3	2	1						1	
29D	16			1	8	4	2				1
29E	9		1	1	1	2	1				3
29G	2		1								1
29I	1	1									
30B	3					1	1				1
31A	57	3	8	11	13	5	1			5	11
31B	29			6	5	2	2			6	8
31C	3				2						1
31D	1									1	
31E	3	1	1								1
32B	9		2	1	1					2	3

Table 6 (continued)

<u>Course</u>	<u>n</u>	<u>A</u>	<u>B</u>	<u>C-7</u>	<u>C65</u>	<u>D</u>	<u>F</u>	<u>P</u>	<u>N</u>	<u>W</u>	<u>I</u>
32C	1										1
32D	12		3		1	1					7
33A	3				1					1	1
34	4		2		1						1
Subtotal	191	10	23	23	42	19	9			20	45
38A	6				2	1		1		1	1
39	26			3	2	7	4		1	4	5
40	8					2	3			1	2
41A	52	3	8	7	6	3	1			1	23
41B	7		2	1	1	1					2
42A	7			2	1					2	2
43A	6			1	1		2			1	1
43B	9				4	1	1			1	2
43C	10	3	1	1	1	1	2				1
44B	14		2	2	1	3	1	1		3	1
45A	1										1
45C	2			1						1	
46A	10				3	1				1	5
46D	7				3					2	2
Subtotal	165	6	13	18	25	20	14	2	1	18	48
30A	41	5	3	12	8	2	3			5	3
32A	39	2	5	4	12	2	1	1		4	8
48	2							2			
49	2							1			1
Subtotal	84	7	8	16	20	4	4	4		9	12
TOTAL	783	33	70	87	176	85	44	13	1	81	197
				263							

Table 6 (continued)

<u>Course</u>	<u>n</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>P</u>	<u>N</u>	<u>W</u>	<u>I</u>
Acct 24	1					1				
Arab 1	1								1	
Art 1	1			1						
Art 23	1									1
HE 5	1								1	
Hebr 1	1								1	
Hist 1	1			1						
Hist 2	1				1					
Hist 15A	1			1						
Hist 30	2				1					1
Hist 31	1			1						
Hum 1	1									1
Hum 2	1		1							
Math 2	4	1	1			1			1	
Math 5A	1									1
Math 10	1					1				
Mus 4	2						2			
Mus 11	4		1				2			1
Mus 16	1									1
Mus 25	1						1			
Mus 29	2						2			
Mus 43	1		1							
Nav 11	1					1				
PEM 9A	1									1
PEM 11A	3	1		1						1
PEM 48K	1								1	
PubH 3	1	1								
Psy 2	1								1	
Soc 1D	2								1	1
Soc 3	5			2	2	1				
Span 1	4	1				1			1	1
Span 2	1	1								
Spch 5	1			1						
Th 24	2									2
TOTAL	54	5	4	8	4	6	7		8	12
GRAND TOTAL	837	38	74	271	89	50	20	1	89	209

TABLE 7

QUARTERLY PROGRESS OF MLK STUDENTS  
REGISTERED IN THE COLLEGE OF LIBERAL ARTS  
(GROUPS 1,2,3)

	<u>Fall</u> <u>41</u>	<u>Winter</u> <u>34</u>	<u>Spring</u> <u>38</u>
(1) Number of students initially registered			
(2) Number of students completing quarter	37 *	34	33
(3) Average credit load, initial registration	13.4	14.4	13.7
(4) Average credit load, after withdrawals	12.4(b)	12.8	12.1
(5) Average of GC credits	1.3	2.3	1.4
<hr/>			
(6) Average predicted %tile rank, CLA frosh	35	30	30
(7) Average predicted GPA	1.85	1.79	1.79
<hr/>			
(8) Average achieved GPA	2.18(b)	2.23	2.37
(9) Average achieved rank, CLA freshman class	52	55	62
(10) Average credits of "I"	2.1(b)	1.8	2.5
<hr/>			
(11) Difference, %tile rank	+17	+22	+32
(12) Difference, GPA	+ 0.33	+ 0.44	+ 0.58
<hr/>			
(13) Average GPA, GC courses	2.51	2.35	* *

\* All figures from (2) on refer only to the group of students who completed the quarter.

\* not available, Spring 1969



TABLE 8

QUARTERLY PROGRESS OF MLK STUDENTS  
REGISTERED IN THE GENERAL COLLEGE

Quarterly Status	<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Completed the Quarter	35	44	30	44	20	30
Did not complete the Quarter	8	6	19	9	9	6
	—	—	—	—	—	—
Total	43	50	49	53	29	36

	<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Average credits passed for those completing the quarter	9.5	10.0	10.0	9.2	9.3	10.0

Percent earning NPA's in four NPA categories	<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
7.0-11.0 (C+ - A)	23	25	14	23	30	27
5.0- 6.9 (C- - C)	49	41	54	43	45	47
3.0- 4.9 (D)	14	25	21	23	5	13
- 2.9 (F)	14	9	11	11	10	13

VI. Staff and Student Reactions to the Program: When the tutorial program was in the planning stage, many students and faculty members voiced strong opposition to any proposal tending even remotely to view the King scholars as subjects for comparative studies or special experimental research. The 1968-1969 project, therefore, did not include provision for detailed evaluation by professional personnel in such University agencies as the Bureau of Educational Research or the Division of Student Life Studies of what was then the Office of the Dean of Students. Instead, a graduate student in psychology, Thomas H. Stone, was employed part-time to keep a record of the course of events. An ad hoc faculty committee gave him advice and set the general framework for a final report in the course of several meetings held at the beginning of the fall quarter. Both Mr. Stone and the committee were to report to the Director of the Center for Curriculum Studies, and, through him, to the Assistant Vice President Lukermann.

Operating within the limitation stated above, the committee and Mr. Stone decided to resort to the familiar device of the questionnaire to ascertain how the tutorial groups were functioning and to identify strengths, weaknesses, and suggestions for future revision in future programs. After some committee discussion, a detailed and rather lengthy instrument was abandoned in favor of a set of fairly open-ended questions. Although the committee ultimately learned that several respondents would have preferred the more structured kind of document, the set of questions used at the end of the fall quarter, 1968, was sent out again at the conclusion of the winter and spring quarters, 1969, with little revision.

These questionnaires went to counslorrs, aides, and faculty sponsors. Summaries of responses for the fall and winter quarters were distributed to

each staff member for information. The committee and Mr. Stone asked each King Scholar to evaluate the entire experience by responding to a questionnaire sent out when the 1968-1969 academic year was almost at an end. Response rates followed a sharply descending curve. Counselors, by and large, were faithful in reporting group activities and recording evaluations of them. Aides replied vividly, but sporadically. Only twenty-four of the 150 students returned the questionnaire.

This section of this report, then, relies primarily upon the results of the three questionnaires sent to staff members, and a review of what a few of the King Scholars had to say.

Staff Evaluation: Program Weaknesses According to the staff, certain weaknesses in the program had become apparent by the end of the fall quarter, as follows:

Table 1 (Fall '68 tabulation)

<u>Weaknesses, Problems</u>	<u>Counselors</u>	<u>Aides</u>	<u>Faculty</u>	<u>Total</u>
<u>Groups</u> : unstructured character delayed response; meetings and activities unsuccessful; failure to achieve cohesion	3	11	2	16
<u>Staff</u> : roles undefined; poor communication; counselor-aide conflict	2	10	1	13
<u>Students</u> : lack of interest; failure to communicate; slow progress	2	10	1	13
<u>Tutoring</u> : space problems; difficulty of serving in group setting	2	7		9
<u>General</u> : program poorly planned; initiated too late in the year for fall term readiness	2	3		5
<u>Morale</u> : staff feelings of inadequacy, frustration, failure	1	4		5

According to questionnaire responses, most of the problems identified by the end of the fall quarter persisted through the winter term. The General College tutorial group counselors spoke for many of their counterparts when they listed the following weaknesses in the program: vague structure; lack of leadership; poor attitude toward the program on the part of too many staff members, students, and faculty; and inadequate communication among staff members. General College aides placed some General College courses and instructors on the list of problems, and noted that some of their King program staff associates were ineffective winter quarter because they did no work for the salaries they received.

College of Liberal Arts tutorial group counselors identified failure to achieve group cohesion and inadequacies of study rooms as continuing barriers to effective work. Some of the Arts college aides felt they were without clearly defined responsibilities (liaison? tutoring?), and reported that some of their students did not need the program and should not be required to participate in it. Education and College of Biological Sciences aides added uncooperative parents, poor motivation, and communication barriers to the problems roster.

Almost all of those responding to the winter quarter questionnaire named confusion in administration of the financial aid facet of the King program as a fundamental and major obstacle to progress. Two groups mentioned lack of staff control over students as continuing flaws. Others reported feeling that they were supernumeraries, with no recognized, traditional, or legitimate relationship with their clients such as that of instructor-pupil, advisor-advisee, dean-student.

The counselor of one of the groups summarized much of the foregoing

when he reported his winter quarter view of the program in a letter to a member of the central administration of the University:

Once I had agreed to work with the program, I felt highly enthusiastic about the opportunity to be involved in an area of central concern to both the University and the community in general. Within a couple of months, the various and sundry difficulties that beset us coupled with my own lack of certainty about achieving goals which I understood only vaguely led me to feel disinvolved personally even though professionally I still had a responsibility. By the time mid-January rolled around, I had begun efforts at some sort of personal reconstruction with respect to my involvement in the program...With respect to the program at present, some of the groups seem to be fairly successful as a result of the work of the staff. Despite this, I have the impression that on a quantitative -- qualitative dimension the programs collectively fall below average expectations. (I think that some of the counselor-advisers would be very threatened by a cost-accounting analysis.) There seems to be a variety of reasons for this and the following is at best a sample of these reasons: lack of clarity of goals; lack of experience with counseling; lack of regular and/or dependable feed-back to staff (counselor-advisers); lack of structure; inadequate personal understanding of methods and goals.

Staff Evaluation: Program Strengths The situation was not entirely bleak. The program early exhibited a number of positive aspects. Its strengths, as indicated by the fall quarter questionnaires, are summarized in table 2:

Table 2 (Fall '68 tabulation)

<u>Strengths</u>	<u>Counselors</u>	<u>Aides</u>	<u>Faculty</u>	<u>Total</u>
<u>Groups</u> : offer opportunities for frequent contact with students; chances for positive student-staff interpersonal relations; flexibility makes free interaction possible	6	9	2	17
<u>Staff</u> : well-qualified; aides proving to have vital liaison; tutoring, and peer support functions	5	8	4	17



<u>Strengths</u>	<u>Counselors</u>	<u>Aides</u>	<u>Faculty</u>	<u>Total</u>
<u>Students:</u> assist one another; opportunities for contact with faculty mutually beneficial; social -- as distinct from academic-group activities successful	4	6		10
<u>Room:</u> valuable for study, tutoring, and as campus headquarters	4	3	2	9
<u>General College Communication Skills Groups:</u> valuable for education of staff as well as for that of students enrolled	2	2		4

When tables one and two are compared, it will be noted that the weaknesses and problems are to some extent counterbalanced by glimpses of positive accomplishments.

Responses submitted at the end of the winter quarter leave a similarly balanced impression. Most of the General College counselors and aides felt that little was accomplished in their four groups (the communication skills experiment terminated at the end of the fall quarter) during the winter quarter. Group activities failed. Leadership was erratic. Corrective measures came too late in the term to give much indication of whether or not they promised improvement. The staff felt that the students did not take them seriously and consequently were unlikely to turn to them in time of trouble.

On the other hand, staff in most of the remaining groups found evidence of some progress. Although they reported that the students continued to resist offers of assistance, they also had the impression that relationships were somewhat more open and friendly. Some of the groups -- especially those in the Arts college -- were discovering a sense of identity and unity. From almost all of the eleven there came word of examples of improved attitudes, stronger motivation, better study habits, and more

regular sessions with aides. Several staff members pointed out that for many students, sheer survival and academic improvement resulting from individual, personal effort, represented very substantial achievements indeed. They were uncertain, however, about the extent to which these positive results might be attributed to the workings of the King program.

Staff Evaluation: End-of-Year Assessment Year-end evaluations run the gamut from highly negative to quiet approbation. The questionnaire asked: "Please add below comments you wish to make now, at end-of-term, about program strengths, weaknesses, and possible modifications." The following excerpts illustrate the range of the responses:

Frankly, I have a very negative opinion of the program. It seems to me to be late-conceived, ill-planned, and inadequately supervised...We need to ask whether or not the students want (whether they need it or not is irrelevant unless they want it) a special program to help them through. If they do agree to participate we should know what they expect in terms of staffing and program. I'm not suggesting that we allow them to run it per se, but their perspective must be taken into account. The program struck me as top-heavy with staff. Qualifications of staff members need careful definition.

\*\*\*

More attention should be paid to motivation to learn instead of just educating those who already are motivated and wasting money on those who are not. Most of the people working for the program are tremendously over-paid.

\*\*\*

I think the program is basically good, but that we as aides and counselors have been much too protective. This place isn't all that bad. If the students want to make it, most of them can, and if they want to fool around they should have the experience of flunking out. I think they would prefer a feeling of independence and personal responsibility. For those who want help, tutoring and counseling facilities should be available. But the idea of chasing after them, forcing them to accept our help and generally mothering them is for the birds. In conclusion, I think these people deserve a bit more human respect than we've been giving them.

\*\*\*

The program probably contributed very little, if anything, to their grades.

\*\*\*

The students appear to "have their bearings" more this quarter than any other. They have learned the ropes of U life, and are, consequently, more relaxed and confident in themselves. It is hard to measure how big a part the "program" has played in this development. All I can say is that if the program had not been here, many of their needs would not have been met.

\*\*\*

Very ambiguous! The program's strongest point is that it did get a good many students here who otherwise might have been discouraged from even trying because of finances and low high school grades. The biggest help I've given as staff in the program, is being someone they know who can "trouble-shoot" for them. We were not very helpful academically. Main program weakness was not preparing the students before they came.

\*\*\*

Tutoring was not accepted and utilized by students. Some other approach is necessary. Smaller classes and other institutional bending are called for.

\*\*\*

Obviously, none of us is satisfied with the program, and none of us feel that we were as effective as we would like to have been. But we think that the trend of the program was useful, and we pin our hopes to earlier work with the students, to discussion of goals being sought much earlier, and to continuing to build a favorable "climate" among the faculty toward these students. We recognize the dangers we court in the latter area and attempt to avoid giving the impression that we seek advantages for these students which are different from those which should be extended to any other student. That the University could make changes of a general nature concerning all students is undeniable, though the extent of such change is a matter for careful study and not sweeping generalization.

\*\*\*

The program made a distinct difference in the quality of their work. Student response to the program justifies its continuance. The program should not be radically altered next year -- it works.

\*\*\*

Student Evaluation Although returns were negligible (24), someone in every group, except the one assigned to the College of Education, turned in a questionnaire:

<u>Sex</u>	<u>College of Enrollment</u>	<u>Quarter Matriculated</u>
Men 6	Arts 7	Prior to F '68 6
Women 18	General College 16	Fall, 1968 17
	Education 1	Winter, 1969 0

To these students, the most valuable aspects of the Martin Luther King program appear to have been access to a counselor, to discuss academic and personal matters; and to a specially assigned room, for study and tutoring. Ratings and comments hint that students (these students, at least) differed from staff in the importance assigned to the activities of the aides and the virtues of being organized in groups.

Counselor Effectiveness:

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Used</u>
Academic matters	11	17		
Personal matters	10	8	1	4
Financial matters	8	8		8

Aide Effectiveness:

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Used</u>
Academic matters	7	9		2
Personal matters	4	7		8
Financial matters	2	8		7

Initiative in Seeking an Interview:

	<u>Counselor</u>	<u>Aide</u>
The Staff Member	6	5
The Student	3	3
Both	14	10
No Interviews at All	1	6

Topic of Discussion at Interviews:

	<u>Counselor</u>	<u>Aide</u>
Academic matters	21	17
Personal matters	12	5
Financial matters	6	2



Utility of the Study Room:

<u>Frequency of Use</u>		<u>Purpose</u>	
Daily	4	Study and Tutoring	16
Weekly	7	Social	4
Bi-Weekly	4	Meetings	4
Monthly	3		
Once a Quarter	4		
Never	2		

Illustrative Comments:

Organization in Groups

It gives the person great moral support and confidence knowing that he's not all alone against the entire university system.

Group meetings and extra-curricular outings gave the group and individuals a feeling of belonging and identity.

I liked the feeling of being in a group, I guess. I think it especially important because of the atmosphere of the "U", its massiveness, etc.

Counselors and Aides

My counselor tried to become a friend rather than just an instructor..Some of the student aides didn't seem very interested.

The rest of the program was good except for the student aides (ha, ha, ha). They were the worst part of the MLK program.

The student aides were supposed to help us with our study problems. Only one out of four came and helped. But this was just for one quarter. After that, she stopped coming. The other three came for awhile, but were of very little (no) help. Sometimes I wondered if they could help!

The counselor-adivsor was helpful because he was more interested in his work and took his job seriously. I did not care for my student aide. He didn't seem very interested in me as a person, asking question after question about my classes, how I thought I was doing, etc. Also, when we would meet (his suggestion) the same questions were asked and that was it. The meetings with him never lasted more than five minutes and were pointless.

The counseling of my advisor was most helpful! I really think that it would be a much better academic counseling program if the advisors and aides knew much more about what the student would have to face in particular courses and with individual instructors.



The general verdict of the students appears to be that the program taken in toto was worthwhile:

Utility of the Program as a Whole:

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Used</u>
Academic matters	12	9	2	
Counseling	10	8		4
Financial matters	12	3	1	6

Comments:

The financial part of the program has been a good help. I hope it continues because I am not rich.

I myself, think that the MLK helped me in many ways and am hoping for the U of M to continue this program. The advisors and aides were very helpful.

Without the help of the MLK program, I would not be able to attend the University. I appreciate having received the MLK scholarship. Thank you.

Beautiful.

As the 1968-1969 academic year was drawing to a close, the counselors in charge of the study groups were asked: "Has the program been worth the blood, sweat, and tears? Are you glad you used some of the hours of your allotted lifetime in this program?" The following selected responses indicate the range of the replies to these questions:

I have been disappointed and frustrated with the program. I have spent an inordinate amount of time in administrative chores that could have been taken care of fairly routinely with a modicum of planning beforehand. We weren't ready for our students when we were supposed to be ready for them and I think that the poor start that we had last fall has plagued us all year. In short, my response to both of your questions must be a resounding "NO"!

I have little or no idea what is being planned for next year. I have heard that the work that the counselor/advisers have done in terms of submitting suggestions has had little influence. I don't know whether this is true or not. If it is true, it is regrettable beyond belief. I must admit that I was inactive in these planning sessions for a short while so most of my information is second-hand.

From my own perspective the \$60,000 or so that provided salaries for those of us on the staff was a large sum for the small amount that was accomplished. I am willing to take some of the responsibility for inaction where some action seemed needed. But (a) A CLEARER STATEMENT OF PURPOSE; (b) an earlier start; (c) a demand-oriented rather than a supply-oriented staffing (four student aides at 25% time each and a counselor-advisor at 50% time for 16 students or so???) (d) some function such as college advising for counselor-advisers such as myself; and (e) some listening to the minority students rather than presenting them with our conception of some sort of psychic or social charity; seem to me to be but a few of the shortcomings that existed this year.

I strongly support the idea that the "disadvantaged" (an unfortunate choice of terms) must be given some opportunity to lose that label and I think that the University must be in the forefront of efforts to accomplish such an end. But we must be willing to learn from that group not only to enable us to serve them but in order to grow ourselves. This year's program fell abysmally short of these ends.

These students have a great deal to offer, but not within a tight, traditional academic structure. The institution's lack of real academic change has been disappointing. The University must tap strengths of these different kinds of students in new ways, with new and smaller classes, and stop tutoring merely to fit the student into the system. These students have come to the University with excitingly varied backgrounds, interests, and life styles. They are worth all the effort. Would that I had been able to do more in the hours allotted.

Ambivalent feelings. Yes, I'm glad I've been here. So many things ought to have been better -- and could have been. I'm sorry I can't say more.

The program had its share of trials for me, but I have no regrets. I've learned much, and feel that the program has been worthwhile for the students.

I have enjoyed working with these students very much. It has been a high-light in my as yet very young career! I would like to stress what I think are absolutely necessary for the future if this program is going to be as effective as it could be -- or even continue at all. (1) It is imperative that much better organization and communication be implemented immediately for all phases of the program. (2) The new students must receive adequate preparation before ever starting classes here.

VII. Recommendations for Future Programs: Fortunately for the University, the conscientious and committed King staff members refused to let the problems and frustrations of the first experiment box them into immobility. Winter quarter staff critiques culminated in a series of papers dealing with the program as a whole and advancing carefully considered proposals intended to guide future staff away from the pitfalls and barriers encountered by the pioneers. These plans for the future constitute an evaluation of the program in its 1968-1969 guise.

The papers were written after it became clear that the discussions were coming to a focus on certain broad points. The following statements were taken from the notes of two January, 1969 meetings:

The students, the aides, and at least some of the counselors would feel better about the program if it had more purpose and direction.

The program as a whole could benefit from more organization. As it stands, it lacks consistency, coherency, and purpose. We have no established responsibilities, no established procedures, poor communications among ourselves and between counselors, their aides, and the students. This flexibility is commendable in a first year program; it has afforded us many diverse ways of learning what we can do for our students. But flexibility can shade into disorganization.

Counselors should have some background in study skills work as well as counseling in general, and a broad knowledge of the University. There is a real advantage in being able to help students in one center rather than having to refer them to other areas. This might not be so true a second year, but certainly there would be advantages involved for freshmen. Are most counselors also their students' advisors? If not, what is the effect of this?

A comprehensive training program for student aides is essential. We had wanted to do something like this this year, but the press of time made it impossible to do more than a general orientation (unfortunately not attended by too many -- at least the large all-University sessions were not)...Their position in the overall program and in the different units is too ambiguous...They want more definite assignments, and they would appreciate a training program that would qualify them to do something with the students.

If it is at all possible financially, it would be wise... to arrange some kind of orientation for students recruited for this program...If it would be possible to make it a two-week, full time program, this might be best, but even some compromise on the timing would be far better than coming cold...Try to include in the process of recruiting discussion about the moral obligation of the student to participate in any requirements which our experience of this year would make advisable.

I would like to see some new, attractive lower division courses. A race relations course and a course on poverty would be welcome. I'd like to see the Humanities and Sociology Departments work together on such courses, and, if possible, offer them to all students for five or six credits. Old courses would be reviewed to see if new materials ought to be added. Although this is hardly likely to be popular, I'd like to see a critical review conducted of graduation requirements (or, more specifically, the distribution requirements)...These proposals may or may not constitute an attack on the standards of the College. Either way they deserve discussion, because the day will come when the students will discuss them.

From the discussion which is reflected in these comments, papers on the following topics emerged: Priorities and Objectives; Table of Organization; Training and Duties of Counselors; Training and Duties of Aides; Recruiting and Orienting Students; Recommended Changes in the Academic Program of the University. The papers have been only slightly edited or abridged. Authorship is given where known.

THE PRIORITIES AND OBJECTIVES OF THE MLK PROGRAM -- Stephen Grooms, Counselor,  
Arts College, Group Three

To begin timidly, it seems safe enough to say that the primary purpose of the program is to help all of the students in all of the ways that seem appropriate. That is, we have a number of students, and our first responsibility is to do something for them. Other functions of the program, such as the education of the faculty, the changing of the University or the enlightenment of the student body, may be legitimate ends of the program and its staff; however, the first responsibility of this program clearly is to the students in it. It may, for example, prove



that we can best help students by pushing for change in the curriculum, in which case we ought to do just that. But we must be careful at all times to avoid the temptation to exploit the students in the MLK program by employing them as tools to accomplish objectives that are more ours than theirs. They have no responsibility to teach us the sordid truths about poverty and race, and they have no obligations to help us wage our fights for academic reform.

Secondly, because these students have been identified as being financially and/or academically disadvantaged, it seems clear enough that our attention should center on giving them financial and academic help. These, in fact, may be taken as the minimal objectives of the program; if we fail to provide enough financial and academic support for the program's students, we have failed them and ourselves.

A third objective, closely related to the above, would be to provide adequate personal counseling services for those students who need and want them. This, I believe, reflects the experience of the program's first year. Enough students seem to have enough problems that we need to take whatever measures seem possible and appropriate to insure that counseling help will be available, without embarrassment or delay, to those students who recognize a need for it.

A fourth objective, which has some obvious overlap with the third, would be to help the students achieve what they and we would regard as a dignified and self-fulfilling position within the University community. This, of course, is difficult to describe, and, with some students, it might be difficult to defend. Perhaps we can start by noting that there is such a thing as "the University community". It is large, various and



and not tightly organized, but a community of sorts exists. Within that community are a myriad of sub-groups pursuing almost every imaginable goal. The resources, social, academic, personal and otherwise, of the University are rich and confusing. By his very status as a student, the MLK program participant becomes part of the University community. But he may find that the distinctiveness of his race and background make it unusually difficult for him to "find his place" in the large, busy and more or less strange world of the University. We have an obligation to help him here, and maybe even to encourage him to make the attempt when he is not sure he wishes to. The personal and intellectual growth of any student must involve a large measure of experiences outside classrooms. In summary, our concern for the academic well-being of the MLK student need not, and should not, prevent us from doing what we can to help him establish an identity, or series of "roles", which he will find honorable and satisfying.

One way of doing that, and another objective of the program, would be to recognize the fact that MLK students may have criticisms, suggestions, or distinctive perspectives on the University which have real value. These views could benefit the University, but, which is more to the point, the students will benefit from our treating their views with respect. This is not an objective at odds with the opening statement of this paper, or at least it need not be. We should welcome, but not demand, the critical views of MLK students. Our primary objective is to help the student; a lesser, but still legitimate, objective would be to encourage the students to improve the University and our program.

Finally, we should conceive of our work with MLK students as being aimed at making them capable of living and competing in the University

community without special help -- or with as little of it as is feasible. There are four reasons for pursuing this objective. First, we have not defined MLK students as having problems that defy solution, nor should we. If the difficulties our program is designed to alleviate are not seen as permanent, it makes little sense to lock the MLK students in the program on a permanent basis. Secondly, there is a measure of stigma about participation in the program that can never be completely resolved by any other means that termination of a student's status as a program participant. Third, if we are attempting to prepare our students to proceed toward a degree with a minimum of special assistance we are less likely to fall into the trap of creating supportive techniques which will foster a crippling dependency of the student of the program. We, like the students, need to be encouraged to take a long range view of these things. Finally, the longer we keep the same students in the program the more we limit the number of students that the program might otherwise reach.

In summary, I want to suggest some priorities among the objectives proposed. They would be:

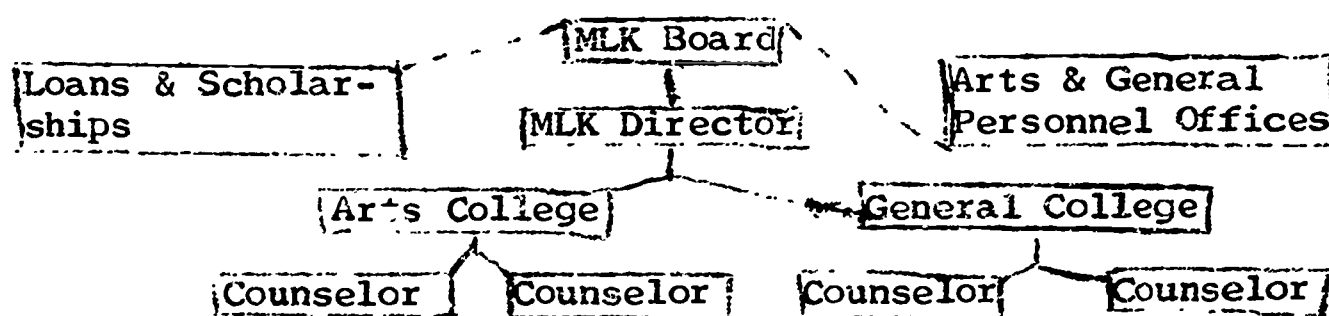
1. Financial aid.
2. Academic counseling and tutorial assistance designed to maximize student success in classes. (That means helping students to complete satisfactorily the maximum feasible amount of credits toward a degree.)
3. Personal counseling.
4. Assistance through personal contact and through groups which will help students find a personally satisfying position in the University community.
5. Preparing the student to leave the program without losing the benefits it was aimed to give him.
6. Maximizing the constructive contributions of MLK students to the University.

TABLE OF ORGANIZATION - Compiled from Minutes (There was no separate paper on this topic.)

Staff members attending the winter quarter critiques suggested that the King program would benefit from having a clearly defined administrative

structure. They suggested establishing a MLK Board to serve as a policy making body. The students and representatives of the Bureau of Loans and Scholarships should serve on the Board. Board policies should guide a Program Director who would implement Board decisions; establish patterns of communication; administer a program budget; record progress; supervise recruiting, admissions, and orientation; provide clerical assistance for each group; and seek means of evaluating what is being accomplished. The counselor should be the executive or chairman of each student group. Groups probably should be established only in the colleges where King enrollment is concentrated, such as General College and the College of Liberal Arts.

Accordingly, the King table or organization could be something like the following:



The staff also considered the related matter of the kind of space which should be assigned to a program of this kind. Michael Gimmetad, counselor, College of Education Group Nine, prepared the following set of recommendations:

#### Offices:

In considering location of offices for staff working with the Martin Luther King program, one concern over-rides all others: convenience and accessibility to the students.

Counselors should have private offices adjoining or very near study areas. They must be equipped with telephones, and should have desks, chairs, bookcase, and a file cabinet.

There have been a number of requests for centralization of other staff. Locating offices for the Program Coordinator,

Financial Aids Counselors, and Reading and Study Skills staff at one location would help attain better coordination and would ease communication problems.

Clerical assistance must be convenient to all staff, either through sponsoring colleges or through Central Administration.

#### Study Rooms:

Two areas seem to merit primary attention: location of rooms and use of rooms.

Convenience of location is important. It seems the locus of most of the MLK students' daily activities runs from Folwell Hall down the Mall to the Union. Location of study rooms in that area of the campus should make them convenient to the students.

It seems that where more than one group has been assigned to a room there has been better utilization of the room. Having other students around seems to make it a more attractive study area, and where only one group has a room it has been rather lonely at times.

If the separate group model is continued, I would recommend combining of groups for room assignment. If a different structure is followed I would suggest making available several study rooms, on a ratio of one room for every 45 students.

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### DUTIES AND TRAINING OF THE COUNSELORS: PART ONE: GENERAL CONSIDERATIONS

"The counselor-advisor has to be an important person to the MLK Student, as a source of power, and as a friend." (Dick Coder)

#### I. Availability

##### A. Summer

1. Must be able to begin work early in August -- in time for counselor and aide orientations, student orientation, and early registration of students (with the counselors actually registering them).
2. A smaller number of counselors should be available all during the summer for summer school students and help in pre-admissions counseling for fall.

##### B. School year

In the interest of "day-to-day" availability, perhaps fewer counselors with 3/4- to full-time appointments would be better than more 1/4- and 1/2-time people.

II. The counselor-advisor must be, in fact, an advisor and/or counselor at the college in which the student is registered.

- A. If, as stated above, the counselor-advisor must be a "source of power" to the student, it must begin here, the student's most frequent need for "power."
- B. This position is also needed in terms of an awareness of, and influence upon, the faculty thinking.
- C. And, of course, a reasonably detailed knowledge of courses and requirements in that college are highly desirable.

III. Financial Aid

While this is handled by special counselors, all the counselor-advisors should be "in on" the amount and rationale for it for their students.

IV. Broader Considerations

- A. As well as detailed knowledge of a college, some knowledge about other colleges and all-University procedure are highly desirable.
- B. While "trained counselors" as such, are not necessary, counselor-advisors should have at least some practical experience and training in "human relations", "social problems" type areas (as well as those requirements already mentioned).
- C. Since the MLK students are Cir. 80% black men and women, every effort should be made to attract a significant number of black persons for the counselor-advisor position.

V. In summary, the counselor-advisor must be the main contact of the student for all his University-related needs. This necessitates the counselor-advisors being here before school starts, and having the necessary authority and knowledge in the college of his students.

PART TWO: A TRAINING PROGRAM FOR COUNSELORS - Marilyn Ford and Stephen Grooms, Counselors, College of Liberal Arts Groups One and Three

Introduction: This section is just a collection of ideas, with a hint of organization, for a training program for counselor-advisors. We have not attempted to outline a program for student aides because there is, as of now, no clearly defined role or series of roles for aides. Until we know what aides are to do, we cannot train them to do it. For



that matter, there is a corresponding lack of clarity about the position of counselor-advisor, but the problem is a little less crippling. We have outlined a program which covers most of the roles the counselor-advisor might have to play. If we decide that individual counselor-advisors will perform significantly different functions, this general training program would still be workable. Individuals could participate selectively in the training sessions or, better yet, could attend all and concentrate selectively.

1. We must begin by making some assumptions about the previous experience of the trainees. We would expect that there are three criteria which are likely to be involved in the selection of counselor-advisors:
  - A. Familiarity with University, such as would be provided by freshman advising experience.
  - B. Familiarity with counseling and advising practices, such as would be provided by experience in the Student Counseling Bureau.
  - C. Experience with minority students, gained from community agency work, high school teaching in impoverished areas or projects such as HELP or New Careers.
2. Because few counselor-advisors are likely to be universally qualified in these three different areas, we will need a program which attempts to cover all three. That is, we need to cover:
  - A. Knowledge of the University, particularly academic regulations.
  - B. Training in counseling and academic advising.
  - C. Special preparation for the special problems of MLK students.
3. Area A seems the most important. Happily, this kind of information is relatively easy to communicate through a training program. The main difficulty is the vast bulk of information to be mastered.
4. Area B, advising and counseling, is a difficult thing to train people to do: we almost have to begin by recruiting counselor-advisors who already have special qualifications, personal and professional, in this area. Work on advising and counseling techniques probably should not occupy much of the time spent in the training program, but neither should it be altogether neglected. Counselor-advisors should receive a fair amount of training in reading and study skills.

5. Area C is likely to be of special concern to all new counselor-advisors. Group discussions with experienced counselor-advisors and with students (aides and veterans of the first year of the program) would be most effective for allaying some of these fears.

6. A proposed outline of topics to be covered:

A. University and advising information

1. Orientation information
2. Registration procedures
  - a. CLA
  - b. GC
3. Special registration problems
4. General orientation to forms used in the University
5. Discussion of Scholastic Committee procedures
6. Discussion of probation, exclusion and re-admission in CLA and GC
7. Introduction to student personnel services: a,b,c, etc.
8. Special discussion of Loans and Scholarships
9. Miscellaneous student problems and their answers
10. Materials and information used in advising (tests, sources of information)
11. Cancel/add -- all the ins and outs
12. Information about instructors and departmental policies. How to contact them, etc.
13. Similar programs here and elsewhere

B. Advising and counseling

1. Some ethical considerations
2. A few redimentary guidelines (setting, relationships, etc.)
3. Mechanics of calling students in
4. Guidelines for categorizing problems, recognizing limitations on counselor-advisor's competence and guiding students to proper people

C. Special problems with MLK students

1. Black-White
2. Red-White
3. Poor and less academically inclined -- affluent and academically successful
4. Kinds of problems common to MLK students -- ways these are and are not different from other students. Background.
5. Counseling techniques particularly appropriate -- expectancies
6. Advising techniques -- problems of "special treatment"
7. Information about welfare, etc.

D. The MLK program

1. Structure and responsibilities (who has answers)
2. Student aides
3. Group meetings
4. Aims of program
5. Resources for program
6. Suggestions for special innovative program activities
7. Tutoring

7. Not specifically a training program measure, but there should be written a complete rational, well indexed manual
8. The training program itself -- mechanical aspects
  - A. To be conducted in mid-summer, before orientation-registration. Might coincide with and borrow from Freshman Advisors program (GC?)
  - B. Length -- one week of full-time, or two weeks of half-time
  - C. With pay
  - D. Held on campus
  - E. Scheduling designed to permit counselor-advisors with prior experience to choose times when they would need to be present
  - F. At least some overlap with aides' training program. Joint activities
  - G. Include a panel or discussion session with returning MLK students

DUTIES AND TRAINING OF THE AIDE - Frank Mueller, Aide, College of Liberal Arts Group Two

There are many widely diverging views concerning the essential role of the Student-Aide in the University Tutorial Study Group Program. (I prefer to call it the Martin Luther King Program and will do so from now on.) Some feel that the Student-Aide need "do" nothing -- his presence, his conversation, his interest are enough. Others feel (as I do) that the Student-Aide would be something of a professional in his capacity of "middle man" between the MLK student and academic administration. Some aides feel that they should be assigned to students on a one-to-one basis; others would be comfortable with five or more students. Perhaps it is possible to lend the greatest flexibility to the MLK program by allowing a place for each of these different conceptions. I believe that this can be done without sacrificing the much-needed order and sense of direction.

I have attempted to set up various models to contain the various divergent points of view. These are subject to modification, of course.

Model 1:

1. The Student-Aide is assigned to a student on a one-to-one basis.
2. The student is ultimately responsible to his aide.
3. The Aide collects all current information on the student (grades on quizzes, papers, etc.) for his own use and for use by the Counselor-Advisor.
4. The Aide works very closely with the Counselor-Advisor.
5. The Aide is trained in reading and study skills work.
6. The relationship between the Aide and the student is basically casual, but frequent (2-3 times per week). The Aide is basically a friend.
7. When possible the interests and vocational tendencies of the Aide and student should be matched.
8. This model is best suited for those students expected to need constant help, especially moral support.
9. The Aide would do short-range and emergency tutoring in fields he feels competent. Otherwise, tutoring could be referred to Aides in Model 2 or 3.

Model 2:

1. The Student-Aide is assigned five or more students.
2. While the student is ultimately responsible to one aide, the emphasis is on the "aide pool".
3. The group of aides in Model 2 should cover the largest possible number of departments and fields of interest.
4. Each Aide is an expert (as a tutor) in one or two areas. He does emergency or short-range tutoring.
5. Each Aide is an expert on five or six departments as regards courses and professors in that department. He should be certain to know all the professors that freshman students could encounter in those departments. He should know the basic content of all freshman courses in that department, especially those which vary from quarter to quarter.
6. The Aide should be trained in reading and study skills.
7. The Aide should make the necessary phone calls to departments and professors concerning weekly grades. He should go to see the professor with the student when this is advisable.
8. Aides do some of the clerical work (typing, etc.) in lieu of a central secretary.

Model 3:

1. The Student-Aide is a tutor in a specific field.
2. He works with one or possibly a group of students in the same course.
3. He is an expert in the subject's frame of reference as well as the particular course.
4. The Aide has contact with the student only with regard to tutoring help in a specific course or department.

Hiring Student-Aides

It seems that Student-Aides should be selected in spring by competitive interview process. They should be selected on the basis of their



academic ability and their ability to relate, especially to people of other races and cultural milieus. The interviews should be conducted by the Counselor-Advisors, the Aides of the past year, and perhaps representatives from the "Community". Students who have completed one, preferably two years successfully in the MLK program should be considered for positions as Aides first because of their experience in the program. Prospective Aides should be given a choice as to the Model which best suits their interests and capabilities.

The salary or stipend paid to Aides should probably vary with the Model which the student chooses and the amount of time he feels he can contribute. Alternatively, Aides could be paid on the basis of need determined by the Bureau of Loans and Scholarships. (I would rather see an incentive rather than a need system.) In any case, the salary should be considered a scholarship for tax benefit.

#### Training Student-Aides

Student-Aides should go through a one week intensive training program. This should include a week-end retreat-bull session with the Counselor-Advisors and probably deans and administrators. During this week, Aides of Model 1 and 2 should get crash training in reading and study skills work, gain a working understanding of scores from ACT to MCI, be told what to expect on the basis of the last year's experience, and receive some kind of specialized sensitivity training. Aides should familiarize themselves thoroughly with the departments assigned to them (Model 2). They should know especially well the unprinted, unofficial knowledge about courses and professors as well as the unstated philosophies and assumptions of the field or department. Aides in Model 3 should be trained by the departments. (Obviously, relevant departments should play



a part in the selection).

### Duties of Aides

Most of the duties of the Aides have been outlined above; the duties vary with the model. If the Aides are to be in an important and trusted position in the Martin Luther King Program, they will need to have free access to the students' academic files. Advice and tutoring can be much more effective if the Aide can know where the help is needed. Aides should conduct the weekly interviews with the students occasionally -- e.g., when the established meeting time is inconvenient for the Counselor-Advisor. Perhaps with this practice of conducting interviews occasionally, the status of Aides will be clearer to the student.

Aides should probably be largely responsible for the extended orientation program for MLK students which should begin next year. It seems quite important that the Aides be available and establish rapport with the student before school starts.

ORIENTING AND REGISTERING KING STUDENTS: PART ONE - Dan Helterline, Counselor,  
General College Group  
Six

#### I. Orientation

##### A. Time

1. Should be held as close to the beginning of school as possible, consistent with housing availability in the dorms, and a good chance at registration.
2. The duration of the program should be at least three days and no longer than five days.

B. Attendance at the orientation should be compulsory for all students receiving MLK funds.

C. Except in unusual circumstances, all single students should be housed on campus during the program.

D. Staff

1. All Counselor-Advisors must be on hand for this, and as many Student-Aides as possible.
2. A number of second year MLK students should be hired to live with the new students and participate in the orientation.
3. The Black Fraternity should be invited to participate in the orientation also.

E. Coordination

1. AAAC is also planning their own orientation for new black students fall quarter. Our activities should not conflict with them.
2. There are plans being made now to make this year's freshman camps something quite different than the all-white discussion clubs they have been in the past. We should encourage as many of the new MLK students as possible to attend this year, with our picking up the fee.

F. Content

1. Familiarity with the campus: this should not take the form of an exhausting tour, but rather the various activities of the orientation should be held in the various important locations the students should know.
2. "Reality experience" of college
  - a. Here is where second year MLK students and the Black Fraternity members should talk about their experiences in college.
  - b. Difference from high school: with emphasis on
    1. More freedom and responsibility in getting the work done, and in class attendance (for the most part).
    2. No automatic promotion to the next grade. Registration for each class is a contract to do the work; with failure to do so resulting in a permanent failing or low grade on your transcript.
  - c. Procedures for registration, cancel/add, cancel out, program planning, getting into closed sections, etc.
3. Students' role in making the University, and each class they are enrolled in, more relevant. Perhaps short sample lectures could be given, demonstrating some of the misconceptions of history and social problems they might hear in the classroom.
4. Study Skills
  - a. A two-hour imaginative presentation on note-taking, underlining, etc. (with once-a-week follow ups the first few weeks of school).
5. Social Program
  - a. Dance, discussions, "outing", etc.
  - b. Invite faculty

6. Outlining purpose and planning of MLK program
  - a. Financial planning; program and each student
  - b. The "centers" (study rooms)
  - c. Study hours
  - d. Role of Counselor-Advisors and Aides

## II. Registration

- A. It is imperative that the students have an adequate choice of classes
  1. By early registration
  2. Or by reserving sections
- B. Counselor-Advisors and Aides must walk the student through each step of the registration procedure. This is particularly true for the actual signing up for classes.

### ORIENTING AND REGISTERING KING STUDENTS: PART TWO - Marilyn Ford, Counselor, Arts College Group One

Ideally, the program should cover a week (or three days at least) if the activities can be kept varied and fast-moving, and if provision can be made to house the group during the entire week in one of the upper-classmen's dorms. Tying it into a week-end at freshman camp would be ideal. Financial provision for dorm costs and camp fees should be covered by the University, but I would not feel apologetic about asking that freshmen under the program, and provided with ample financial backing, consider Welcome Week as the official start of school for them rather than merely the first day of classes. Living, even for a week, on campus would provide a different view of college than students can get through simply coming over for the day sessions, as any commuter does. Furthermore, it would provide some real opportunities for students to become acquainted, for them to build rapport with student aides and helpers, as well as Counselor-Advisors, and other faculty of various fields who will be called in to assist.

To keep the ratio of students and Aides and/or helpers to the most helpful level, we believe it would be advisable to hire temporarily

(freshman camp basis) not only the students who will be serving during the year to come, but also some of the "graduates" of this year's program who may be unavailable to help much during the academic year itself, but who might well be interested in helping to this extent (and who could provide some very believable advice for incoming students). All these students should be actively engaged in the detailed planning for the orientation-registration program, incidentally, even though we might arrive at some general principles and rough areas which should be covered.

The program would aim to:

- a. Introduce students to the campus itself, but not in such a concentrated way that it becomes confusing. Tours of various sections could be incorporated into introductions to special services of the University, and any tour should be preceded by use of a large map of the campus, and probably followed by a re-orientation by means of the same map. Such tours should be interspersed throughout the days involved, breaking up more sedentary sessions with some activity.
- b. Introduce students to the various special services of the University (i.e., for instance we might ask Dr. Kernan to provide a brief tour of the Health Service and to talk about the service provided there. Something similar could be arranged with Coffman, Loans and Scholarships, and Student Employment, as well as the Student Counseling Bureau itself). While I believe it would be best to center services to these students within the groups the first year, I also think they should be aware of the potential to be found on campus at least in a general way. Included in any tour, of course, should be a visit to one of the study rooms of the MLK Program. Occasionally a student will already be familiar with the campus (or parts of it) from previous visits with friends attending or from attending Marshall-U High, and when this is true, he should be invited to help "guide" any tours.
- c. Provide "reality experiences" for incoming students to demonstrate that college is very different from high school in a variety of ways. The sudden, almost complete freedom of college can be disastrous to a student unprepared to plan his time, and to discipline himself. Former MLK students can probably provide the most acceptable guidance at this point for they can speak from experience about such things as the need to attend classes



regularly (even when it is not required), about the problems outside prodding, about the need for regular study, and frequent review, and any other relevant material.

- d. Provide realistic experiences in some of the skills needed for successful college work. Sessions giving some practice in taking efficient notes can be interspersed with lecture-type sessions. I would favor at least two or three such sessions, with the notes taken by the student reviewed in a very small group which would include the pre-trained Student-Aides, in addition to the student volunteers who have themselves had at least a year of practical note-taking. By spreading such practice sessions through the week, the student should have a chance to test out his ability to improve in this area. The same kind of sessions should be provided for underlining typical textbook material, again with very small groups involved in reviewing the actual work, and again, with more than one such session provided, ideally. Samples of typical tests used in classes here should be provided and discussed, using the RSSC material on these areas, perhaps even providing practice tests on material covered by an earlier session.
- e. Some introduction should be made of the areas in which special help is available through RSSC. Perhaps groups could use some of the reading machines to demonstrate techniques for improving reading speed. Caution must be taken not to discourage students too much, of course, but some notion of the reading speed desirable for college students could be provided in this way. The purpose of the introduction would be to lay the ground work for later study sessions and RSSC sessions which would be available to the students through their groups during the quarter, particularly the fall quarter. Given the experience we had of the reluctance of students to accept the fact that they might indeed have problems, this whole area must be approached both cautiously and firmly. I become more and more convinced that it would not be unfair to expect participation in recommended study sessions and appropriate individual RSSC work at least during the first quarter (in the manner of the athletic program) as a fair exchange for the financial (and other) assistance of the University. Moreover, it seems healthier and more honest to make some "demands" on the students participating since we do assume them to be responsible individuals. Demonstration that they have no further need for help would, of course, excuse students from required participation other quarters.
- f. Provide time for orientation-registration testing, including the RSSC battery on which to design individual remedial work where necessary. Emphasize non-threatening character of these.



- g. Provide detailed information in a not-too-concentrated way on college procedures, ranging from registration itself, to course exploration, to program planning, to special services such as petitioning, etc. (Even such questions as "how do we know what books we need, and where do we get them" need to be considered). Registration during Welcome Week could provide some real problems unless arrangements can be made prior to that time to hold some spaces for students in classes they could be expected to take. Given the relatively limited range of courses freshmen are inclined to take, and given our experiences of this year, I believe we could make a reasonable estimate of the number and type of course places which would be needed. Provision for NAS and PR students will be more difficult, of course, and even the orientation-registration program for them might be a variation on the program for NHS students.
- h. Provide explanation of the program, including aims, financing, structure, what is expected of the participating students, what Aides can provide, how tutoring fits into the picture, etc.
- i. Provide some general discussion and guidance about financial planning and problems and other relevant material Loans and Scholarships has learned this year which can be vital to the students' success.
- j. Provide some particularly "challenging" speakers, such as Professor Wark (whose session on study "hangups" was highly appreciated by all groups who heard him this year), and Professor Walz (whose presentation about the new ideas in higher education aroused a good deal of interest among the CLA MLK students this year).
- k. Perhaps provide a demonstration "racist" lecture, and throw open discussion following this to elicit suggestions about ways to handle such problem situations.
- l. Perhaps provide other group experiences which would be useful to the students.
- m. Perhaps use movies as a change of pace -- movies which would be issues oriented and intended to provoke discussion.

Work in small groups, and association in dorms and in the social sessions which would be planned for evenings would give students and Aides opportunity to establish relationships which would contribute toward earlier effective helping relationships. Involvement of volunteer faculty in the social sessions particularly would provide the means for informal asso-

ciation with faculty on a level where the students could learn to know them as individual human beings rather than as exalted personages. We would think such things as an informal reception with the faculty, a dance, perhaps an excursion to some park for a meal and informal song session would be acceptable, but specific suggestions are in order, particularly from the students themselves.

#### RECOMMENDED CHANGES IN THE ACADEMIC PROGRAM: PART ONE

Generally, attempts at tutorial assistance have not been too successful. Tutorial groups organized around common classes, faculty tutoring, tutors available daily during a study hour -- all received little response. Individual tutoring has been beneficial, but those students usually asked for assistance, and then it usually didn't continue on a regular basis. Our past failures seem to indicate that any attempt at programmed tutoring will receive little response. Consequently, restructuring classes, counselor-student academic programming, individual tutoring, and new classes are proposed.

##### Re-structuring classes

Contact perhaps 15 to 20 interested instructors (primarily those in the social sciences and communication) in CLA and especially in GC who would be willing to involve themselves in some form of the following proposal: instead of the typical lecture course, have one lecture hour used for group discussion. The class would be split up into two groups, at the minimum, for discussion of course content. One group would be led by the TA and the other by a Student-Aide, who preferably would be enrolled in the course. This hour discussion hopefully would generate more interest in the course, clarify content, help prepare for a test, be an avenue of contact for the Student-Aide, increased feedback for the in-

structor, etc. Perhaps one-third of the enrollment in special sections could be reserved for MLK students.

#### Counselor-student academic programming

The counselor while helping the student with registration would attempt to guide the student, especially freshmen, into the above special sections. It is suggested that the counselor try to steer the student away from physical science and math courses most of the first year. Also, the counselor should try to limit the student to around 12 credits per quarter, especially the first quarter. The opportunity of "Directed Study" should be offered as a possibility to the student by the counselor.

#### Individual tutoring

Besides the spontaneous student-tutor match-ups a "pool" of tutors should be available. All Student-Aides would be on call to tutor in their special fields. If a student asks for assistance or is sought out and offered assistance because of an instructor calling, the counselor could attempt to match up an Aide with a student.

#### New classes

1. An informal two credit course, taught by Student-Aides and counselors, on how to take notes, a test, underline, what to look for in a text, study schedules or discussions of anything else that may arise. The reality is that every student begins college at a different level, no matter what his CAR is. And if the student does not quickly learn the basic "skills" mentioned above, he will be penalized throughout his college career. It is hoped that this course would receive full transferrable credit, as GC 30A should.

2. Field work course, modeled after the New Careers courses, should be offered.

3. Small seminars could be organized around key topics such as local school power, police and the community, etc. The success of the seminar would depend heavily on the caliber of the instructor and guest speakers. The students would hopefully play a major role in the direction of the course.

THE ACADEMIC PROGRAM AND THE KING PROGRAM; PART TWO - Dan Helterline,  
Counselor, General  
College Group Six

I. Special sections in GC:

- A. If we pick out 10-15 of the more popular classes, we can approach one professor about having all of the MLK students who wish to take this class enter his section.
- B. This would allow, by working with the professor, greater flexibility in meeting the particular needs of our students.
  - 1. More creativeness and experimentation
  - 2. A closer tie-in for extra help for those who need it

II. There is a movement beginning (cross-colleges) to have professors with large classes hold extra, smaller sessions, on their own time, for discussion and clarification. At present, this experiment is just beginning, but by fall quarter the MLK staff should be working closely enough with these people to make certain that any MLK student taking such a class would be able to enter the extra sessions.

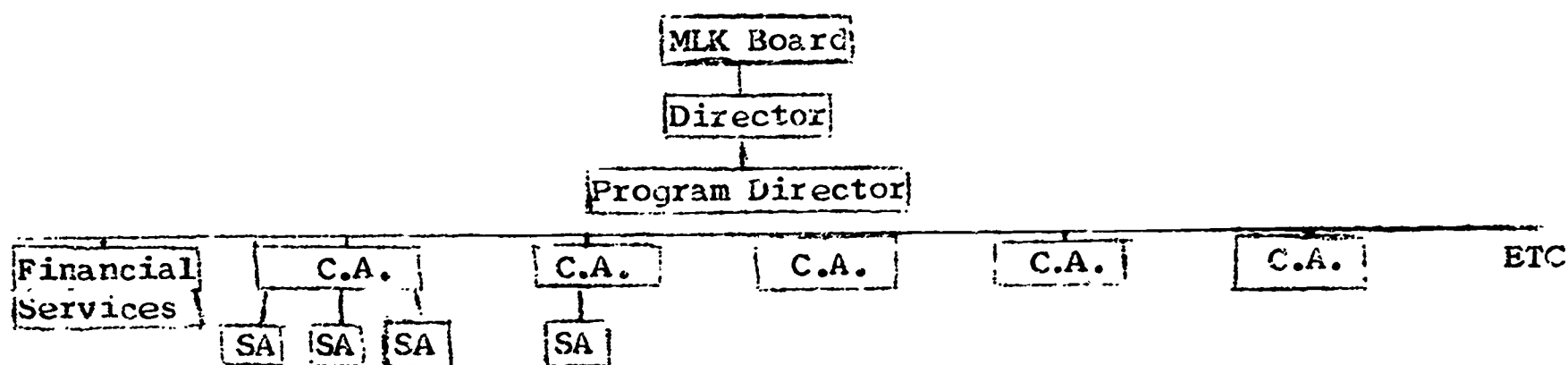
III. New classes. Of the ideas being discussed in this area, few, if any, are specific enough to outline here. The principles involved here seem to be the following:

- A. Relatively small classes.
- B. Content of the course be immediately relevant.
- C. The course be content rather than skill oriented.
  - 1. That is, the necessary skills are worked on only as a means of tackling some relevant problem
  - 2. The closest example of this is the 16 credit package on "race relations" offered in GC fall and winter quarters 1968-69. The course consisted of readings about the problem, field work in the community, papers,

and presentations to the class. The class met two hours every day and was team-taught by professors from social studies, literature, speech, and writing, with the usual credits given in each of these fields -- a total of 16 credits.

ETC: EDUCATION TO CREATE - Douglas Britton and Carol Roblin, Counselors, St. Paul Campus Groups Seven and Eight (respectively)

Out of a conviction that something has been missing in the MLK program this year, that is, the University's real adaptation to the student as well as vice versa -- and a conviction that an innovative, challenging use of voluntary groups can help to provide that something, we propose the inclusion of a new unit, ETC, in next year's program and structure. Standing for "Education to Create," ETC is seen as fitting into the new MLK structure as diagrammed below:



Dedicated to revitalizing and redirecting the University as well as enriching and making meaningful the MLK students' educational experience, ETC defines purposes related to the following two areas of concern:

1. Communication
  - a. Improvement of communication among people of different races, socioeconomic backgrounds, and life styles
  - b. Establishing better channels of communication between, and freer exchange among, students, faculty, and administration
2. Curriculum
  - a. Increasing opportunities for students, faculty, administration to confront pertinent educational issues
  - b. Developing new courses and new education contexts -- small, informal, student-centered seminars



- c. Modifying existing courses, requirements, class size, and educational approaches
- d. Providing educational relevance and individualization for students of different (minority and low-income) backgrounds

To implement the above objectives, we propose that ETC (possibly staffed by group work students or other unpaid volunteers, but with a paid coordinator) initiate and coordinate the following programs (as a start):

1. living-learning center programs as previously delineated by D. Britton;
2. community involvement projects such as black student tutoring of junior high and high school students (recruitment could be a natural by-product) and such social action projects as are desired by interested students (for credit);
3. relevant, innovative courses, taught by interested faculty volunteers and/or directed study by students in their fields of concern;
4. ongoing dialogue groups for faculty, students, administration around common concerns or critical issues and encounter-sensitivity groups, if desired.

In terms of concrete courses for fall quarter '69, the following are possibilities, along with student-initiated curriculum interests:

1. a four or five credit course for a live-in or community involvement experience (such as the Model Cities live-in project) taught by faculty, graduate students, or community volunteers;
2. a two credit study skills, exam-taking, paper writing, note-taking course taught by upper class counselor-advisors (see Counselor Aide proposal) or, perhaps, more aptly by student aides;
3. at least a four credit seminar on problem-solving (how do you identify a problem or issue, gather relevant data, identify alternatives, rap out a strategy, and get action on it, whether it is a personal, national, institutional, or community problem?). This seminar to be in a format comparable to an experimental New Careers course on community issues which functions as an ad hoc citizens' committee;
4. small, informal seminars on critical community or national issues or concerns such as police-community relations, local control over schools, minority contributions, social change, or other topics of student choice to be handled by above-mentioned volunteers;

5. expanded opportunities for individualized independent or directed study -- credits and hours to be arranged by interested and available faculty;
6. one or two-day workshops on relevant interests -- human relations, jazz, communications, folk art, activism, politics, etc., at student request;
7. week-end retreats for interested students, faculty, administration around interpersonal relations, awareness, or specific issues.